

Report for Childcare on Domestic Premises

Inspection date

2 May 2018

Previous inspection date

30 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Relationships between staff provide good role models for the children and babies, and influence their good behaviour, manners and consideration towards one another.
- The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development successfully. For example, strategies to enhance children's communication and language skills have been effectively implemented.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the pre-school and in their children's learning.
- Staff teach mathematics well. For example, they effectively encourage children to consider size and count objects within their play experiences.
- The key-person system works well and relationships between staff and children are strong. Staff are sensitive, stimulating and responsive to children's needs.
- All children make good progress in their learning and development from their starting points.

It is not yet outstanding because:

- Although new staff undertake an induction, the programme is not of the highest quality to minimise any minor gaps in their understanding of their role and responsibilities.
- Sometimes, staff miss opportunities to support children's growing independence and self-help skills so they have opportunities to do things themselves.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the already good induction procedures to provide clear and robust support for new staff
- make the most of all opportunities to consistently support children's growing independence and enable them to do things themselves.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning, and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The manager accurately evaluates the quality of the pre-school. She includes the views of parents and children to help identify areas for further improvement. For example, the outdoor play environment has been enhanced to extend opportunities for children to explore literacy and their early writing skills. The manager continually improves the quality of staff practice, for example, by organising relevant training and individual support to raise standards in teaching. For instance, staff attended training to help enhance children's understanding of letters and sounds. The manager and staff make good links with other agencies involved in the children's care. For example, they share developmental information and this helps provide a continuity of care and education. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow if they have concerns about a child's welfare. The manager continually monitors staff suitability effectively.

Quality of teaching, learning and assessment is good

Staff understand what children know and how they can further support children's good development. For example, children enjoyed a card matching game. Staff effectively challenged the children to consider the different written numerals and match them to the cards showing the same number of objects. Staff successfully enhance older children's understanding of mathematical concepts. For instance, staff introduced simple signs such as plus and minus and carefully explained how they work. Staff effectively enhance children's communication and language skills. They clearly emphasise key words throughout their interactions to help children's understanding and speaking skills. Staff accurately assess individual children's development and effectively plan for their next steps in learning with parents. They skilfully use a wide range of resources well to engage children throughout the day.

Personal development, behaviour and welfare are good

Children are happy, confident and settled in their pre-school environment, which is welcoming and organised well to enable them to follow their play choices. They are gaining a growing awareness of healthy lifestyles and staff provide them with a wide range of nutritious snacks. Staff engage children in conversations about healthy food choices and encourage them to prioritise the healthy contents of their lunch before treats. Staff support children to be polite and help them to have a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make as well as identify and write their own names. Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which is rich in positive cultural images and dual-language text.

Setting details

Unique reference number	127289
Local authority	Kent
Inspection number	1089339
Type of provision	Sessional provision
Day care type	Childcare - Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	12
Number of children on roll	23
Name of registered person	
Registered person unique reference number	RP511907
Date of previous inspection	30 April 2015
Telephone number	

Kelso House Pre-school registered 1993 and is located in Margate, Kent. The pre-school is open five days a week, from 9am to 4pm, term time only. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The pre-school employs four staff, all of whom hold appropriate qualifications.

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