

King David Kindergarten

King David Foundation, 120 Childwall Road, LIVERPOOL, L15 6WU



Inspection date	19 June 2018
Previous inspection date	19 March 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have an excellent understanding of keeping children safe and secure. Staff are highly vigilant in reviewing and implementing the kindergarten's comprehensive safety procedures to ensure children's safety, welfare and good health.
- Children benefit from the strong ethos of community spirit, inclusion and overall well-being created by the staff. Children are encouraged to think about people whose life experience is different from their own. They learn to develop kindness, helpfulness and consideration of others.
- Teaching is good. Staff are particularly skilled at supporting children's communication and language. Circle times are used effectively to develop children's talking and listening skills. Children join in familiar stories and sing rhymes and songs. They learn simple words in Hebrew and learn to use sign language.
- Partnerships with parents and other professionals are strong and contribute to boosting children's attainment. Parents make positive comments. For example, they say, 'My child has really developed here, she is doing so well with writing, letter sounds and numbers'.

It is not yet outstanding because:

- While staff find out information about children's interests and care needs on entry, they find out less about what children can already do. Planning to help children learn from the outset is less swift.
- Staff focus on acquisition of English with children who speak English as an additional language. However, less emphasis is given to promoting children's home languages.

What the setting needs to do to improve further

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

- find out even more about what children can already do when they start so that planning for their learning is even more swift
- enhance staff knowledge of how to promote children's home languages when children speak English as an additional language.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had a tour of the premises and spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to parents during the inspection and took account of their views provided in written feedback.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that all staff have a thorough understanding of child protection procedures and know how to refer any concerns about children's welfare. Effective monitoring of the environment, assessment of risk and clear emergency procedures contribute to children's overall safety. The staff team is experienced and well qualified and meets their professional responsibilities to a high standard. The manager monitors staff performance and identifies any additional training to support their ongoing professional development. Senior staff monitor the assessments of children's development and identify opportunities for further teaching to ensure children make consistently good, or better, progress in their learning. Parents, children and staff help to identify improvements as part of the manager's evaluation of the kindergarten's effectiveness. Plans are in place to further enhance the outdoor area.

Quality of teaching, learning and assessment is good

Staff have a good awareness of the different ways children like to learn. For example, children learn about letters and the sounds they represent by hunting for letters in the garden. Children carefully copy the letters in chalk and confidently name the initial letter sounds for their own name and the names of their friends. Other children write their names on pictures and drawings or respond quickly to instructions from staff, such as 'Wash your hands if your name begins with M'. Two-year-old children develop confidence in speaking. They enthusiastically take turns to sing as part of the daily welcome song. Staff are playful and make learning fun. Children giggle with delight during a story where a bear looks for a place to scratch its bottom. Children benefit from a wide variety of visitors who enhance their learning, especially in the area of understanding the world.

Personal development, behaviour and welfare are outstanding

Parents make very positive comments about how quickly their children settle in and form warm, secure attachments to their key person. Very strong partnerships with parents ensure that staff know children's home circumstances and information about children's interests is exchanged. Children are exceptionally well behaved. They demonstrate helpfulness and kindness with little prompting from staff. For example, children say to their friends, 'Would you like me to help you?'. Children help to give out cups and plates and clear up after lunch or tidy away toys. A strength of the kindergarten is the attention staff give to promoting children's health and emotional well-being. Children have a daily exercise session to ensure they are physically active. They practice yoga poses and learn the beginnings of meditation. Children learn about good oral hygiene and healthy food choices.

Outcomes for children are good

Children make good progress in their learning. They demonstrate confidence, independence and an enthusiasm for learning. They master self-care skills as they dress up in school uniforms and learn to cooperate with and listen to each other. Children are very well prepared in readiness to start school.

Setting details

Unique reference number	EY450849
Local authority	Liverpool
Inspection number	1066133
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	80
Number of children on roll	77
Name of registered person	King David & Harold House Foundation
Registered person unique reference number	RP531819
Date of previous inspection	19 March 2013
Telephone number	0151 2351586

King David Kindergarten registered in 2011 and then registered again in 2012 to reflect a change in the legal status of the charity. The kindergarten follows the Jewish ethos and is open to everyone within the community. It is open 8am until 6pm Monday to Thursday, and 8am until 1.45pm on Fridays, during term time only. The kindergarten provides funded early education for two-, three- and four-year-old children. The kindergarten employs 17 members of childcare staff. Of these, one has early years teacher status, five hold a qualification at level 4 and eight hold a qualification at level 3.

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