

Kinder Kids Pre-School

St Matthews Church Hall, Market St, Hayfield, Derbyshire SK22 2EW



Inspection date	27 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The manager and practitioners put children at the centre of everything they do. The strong ethos is evident throughout the pre-school. The manager is highly reflective and demonstrates a passionate approach in making continual improvements to the provision.
- Children settle in to the pre-school very well. They are emotionally secure and confident in the welcoming, nurturing environment provided by familiar staff.
- Practitioners place high priority on how they organise the environment. They expertly arrange and display toys and resources to inspire children to explore recent learning, practise new skills, and follow their own interests.
- Children have many opportunities for learning when practitioners describe what is happening and model language as children play. They help children to develop their understanding, and speaking and listening skills.
- Children benefit from successful communication methods used to involve parents in pre-school experiences. Practitioners take every opportunity to involve them in their child's daily care and how they can develop their child's active learning at home.

It is not yet outstanding because:

- Information from practitioners' assessments of children's learning is not always used to precisely match children's individual learning needs when planning activities.
- The manager does not yet focus her monitoring of assessment information to compare the progress groups of children make, to identify appropriate interventions and target teaching.

What the setting needs to do to improve further

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

- enhance the use of information gained from assessments to focus more sharply on what individual children need to learn next and help close any gaps in children's learning
- strengthen the monitoring of assessment to compare the progress made by groups of children and target interventions that help all children make as much progress as possible.

Inspection activities

- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with a trustee and the manager of the provision. She held discussions with other practitioners about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.

Inspector
Kim Barker

Inspection findings

Effectiveness of leadership and management is good

The manager has high expectations of what children can achieve in their learning. She recognises the importance of continual reflection to enhance experiences offered to children. The board of trustees offers some guidance and support. For example, they support practitioners in keeping their professional knowledge and skills up to date through attending training. There are effective systems in place to check practitioners' ongoing suitability. The arrangements for safeguarding are effective. Practitioners are alert to the signs that may indicate a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. The pre-school has established relationships with other local providers. They know how to exchange information with other settings children attend, to promote continuity.

Quality of teaching, learning and assessment is good

Practitioners make frequent observations of children's achievements. They are familiar with using this information to track the progress children make. Parents comment how practitioners regularly share how they too can support their children's learning when they are at home. The experienced practitioners know how young children learn. They place a high focus on ensuring that there is an equal focus on all aspects of children's learning when they plan activities. Children have many opportunities to practise their skills and make good progress in their learning. Practitioners play a game with children to develop their listening skills. For example, children learn to recognise the initial letter sounds of items produced from a box.

Personal development, behaviour and welfare are good

Practitioners' dedication and obvious enjoyment in their role ensure that children feel secure and happy in their company. Children have daily opportunities for fresh air and exercise. For example, they regularly go for walks in the village or play in a nearby community garden. Children learn the importance of keeping themselves safe. They confidently share why they wear high-visibility jackets, explaining that this is so that cars can see them, as they walk together on outings. Children quickly learn and respond very well to the pre-school's routine and practitioners' expectations.

Outcomes for children are good

Children develop early literacy, speaking and listening skills. They listen to each other and develop confidence in speaking in small groups as they take turns. Children use chalks and paint to make purposeful marks and talk freely about their movements and what their marks represent. Children learn mathematical language. They compare quantities and sizes as they fill containers. Children grow in confidence and ability as they develop their own ideas for doing things and begin to solve their own problems. They become confident and motivated learners and actively develop the skills they need for future learning.

Setting details

Unique reference number	EY501048
Local authority	Derbyshire
Inspection number	10076879
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 5
Total number of places	16
Number of children on roll	7
Name of registered person	Kinder Kids Pre-School CIO
Registered person unique reference number	RP901226
Date of previous inspection	Not applicable
Telephone number	07748179831

Kinder Kids Pre-School re-registered in 2016. The pre-school employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday.

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