

Kids @ Play Preschool.

Iford Methodist Church, Iford Lane, Iford, Essex IG1 2JZ



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| Inspection date | 15 November 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

- Both pre-school managers work exceptionally hard to implement changes to help improve outcomes for children. They work closely with other agencies to assess the quality of the provision.
- Teaching is effective. Children are motivated to play and explore. They make good progress in their learning, overall.
- Parent partnership is strong. Parents value the support and guidance of staff and are well informed and involved in their children's care and learning.
- Children are happy and content. They have strong bonds with staff and each other. Staff are positive role models and children behave extremely well.
- The indoor and outdoor environments are very well resourced. Staff provide children with rich and inspiring opportunities to lead their own play and learning.

It is not yet outstanding because:

- Staff do not focus sharply enough on children's communication and language development to help them make rapid progress with their speaking skills.
- On occasion, the tracking of individual children's progress is not precise enough to swiftly identify any emerging gaps.

What the setting needs to do to improve further

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

- focus more precisely on helping children to develop their communication and language skills to make the best progress with their speaking skills
- refine the tracking of individual children's progress so that it gives a more accurate picture of the achievements they make and narrows the gaps in learning.

Inspection activities

- The inspector had a tour of the nursery with the managers of the pre-school, including the outdoor environment.
- The inspector spoke with children and staff during the inspection. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed the self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with both managers.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of leadership and management is good

Both managers are enthusiastic and determined to help motivate staff to deliver a good standard of care and learning for children. The views of staff and parents are used to inform self-evaluation and drive ongoing improvement. Regular supervision meetings and feedback on performance help staff to strengthen their skills. Staff attend additional courses to support their ongoing professional development. For example, 'Prevent' duty training has been planned to further staff's understanding and knowledge of identifying children at risk from extreme views. Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and how to keep children safe from harm. They check indoor and outdoor areas daily to make sure children are not exposed to any hazards. The premises are secure and children are kept safe. The managers follow effective recruitment procedures to ensure the suitability of staff and continue to check their ongoing suitability.

Quality of teaching, learning and assessment is good

Staff carry out observations and assessments to help them plan for children's next steps in learning. Staff support children's mathematical development well. For example, children learn about numbers and learn different mathematical concepts, such as the difference between big and small. Staff carefully plan a stimulating environment that successfully supports children's interests. Staff thoughtfully set up a variety of messy play activities for children, who spent lengthy periods of time exploring the different textures available to them. Children develop their imagination skills and enjoy being creative. For example, they engage in role-play activities, such as being doctors in their pretend hospital and enjoy making models of ambulances and police cars out of cardboard boxes.

Personal development, behaviour and welfare are good

Staff develop warm and friendly relationships with parents and children. Parents confirm that children settle quickly and form close attachments to staff. They promote children's health well. Children routinely follow good hygiene procedures washing their hands after toileting and messy play activities. Staff promote the importance of healthy lifestyles. For example, a recent coffee morning has enabled staff to raise the importance of good dental hygiene and links to local dentists. Children play outside each day and enjoy being physically active. Children learn about diversity. For instance, they learn about different cultural festivals and enjoy trips out into the local community.

Outcomes for children are good

Children are well prepared for their next stage in learning, including for starting school. All children are eager to learn. Staff help children to develop their literacy skills well. For example, children make marks using pens and pencils and begin to create pictures of their likes and interests. Children develop their listening skills through being read favourite stories and join in with the actions. Children are independent and select activities and resources to enhance their play.

Setting details

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| Unique reference number | EY540291 |
| Local authority | Redbridge |
| Inspection number | 10079407 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 57 |
| Name of registered person | Kids @ Play Preschool Ltd |
| Registered person unique reference number | RP540290 |
| Date of previous inspection | Not applicable |
| Telephone number | 02033023650 |

Kids @ play preschool first opened in 2012 and re-registered in 2016. The pre-school is open Monday to Thursday 8.30am until 3.30pm and 9am to midday on a Friday, term time only. There are 10 staff who all hold appropriate early years qualifications from level 2 to level 5. The pre-school is in receipt of funding for the provision of free early education for children age two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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