

Kinder Kapers Too

Kingsley Hall, Parsloes Avenue, Dagenham RM9 5NB



Inspection date	2 April 2019
Previous inspection date	Not applicable

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

This provision is good

- Self-evaluation is effective. Leaders work closely with staff, parents and outside agencies to help identify ways of continuing to improve teaching and learning. For example, staff regularly work with different age groups to support children's learning and help them build strong relationships with all children. The extension of the building provides more space and a wider range of learning opportunities for children.
- Partnerships with parents are good. Staff involve parents from the very beginning transition period, for example through settling-in sessions and daily chats. Parents are involved with their child's learning journal, which is accessible online, and this gives parents immediate information about their child's progress and achievements. Staff request that parents respond and offer their views about their child's learning.
- Leaders effectively monitor children's progress and identify any gaps in their learning. Staff are skilled at spotting any early signs of additional needs. They combine the expertise of external agencies to provide early support and set clear targets to enable all children to make good progress from their starting points.
- Leaders coach and support staff, offering regular short supervisory discussions throughout the day. This enables staff to develop their interactions with children and strengthen their childcare skills.
- Staff have established caring and supportive relationships with children, who are confident and independent.
- Staff do not consistently differentiate activities to help all children make the most of their learning.
- Staff do not split large groups of children during circle-time sessions. Therefore, children are not interested and become disruptive.

What the setting needs to do to improve further

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

- improve staff's knowledge of how different groups of children learn, so that activities are differentiated to help all children to participate and learn according to their levels of development
- review the way staff organise large-group sessions, so that children are fully engaged and focused.

Inspection activities

- The inspector spoke to parents, staff and children at appropriate times throughout the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector observed staff's interactions with children indoors and in the outside area.
- The inspector looked at a selection of documentation, including children's records, policies and procedures, including those related to the suitability of staff.

Inspector
Caroline Preston

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of signs which may give them concern about a child's welfare and can follow relevant procedures. Staff understand wider safeguarding issues, such as to be alert to signs that children may be at risk of extreme views and behaviours. The recruitment procedures are robust. All staff undergo a series of checks before working with children and their ongoing suitability is monitored. Risk assessments are effective and support children's safety inside and outside. All fire exits are unobstructed and fire safety equipment is accessible. Staff deployment is good and staff ensure children are supervised at all times.

Quality of teaching, learning and assessment is good

Staff provide a good variety of opportunities to help promote children's learning. Staff provide a creative environment and encourage younger children's creativity, which enables children to approach problem solving and show their own ideas. For example, children enjoy painting and touching natural resources, such as soil, and they mould with play dough. Older children create with construction resources. For instance, children share their unique view of the world as they share ideas with each other, building towers. Younger children jump off tyres and explore the outdoor environment. Staff support children's social and emotional development well. For example, younger children like to play next to each other. They try and do things for themselves, such as putting on their coat and washing their hands during routines of the day. Older children make up ideas for things to do and games to play. Older children enjoy singing nursery rhymes and songs, and looking at pictures in books. They recognise their names and begin to write their names. Staff support children's physical development effectively. For example, children run around, stopping and changing direction and slowing down, so they do not bump into anything. They use scissors to make snips in paper and make lines and marks with a pencil.

Personal development, behaviour and welfare are good

Children are confident and independent. They attend to their personal needs and tell staff when they are hungry, hot or tired. Staff encourage children's understanding of behaviour. For example, older children show empathy towards others, and they understand what is and is not appropriate behaviour in different situations. Staff provide children with healthy snacks and meals, which helps them to understand the importance of healthy lifestyles. Staff help children to learn that people have different cultures and beliefs. They promote this according to the child's age and stage of development, for example through celebrating different festivals.

Outcomes for children are good

Children develop important skills for their next stage in development and move on to school. Younger children are starting to use lots of everyday words and questions, such as 'what that' and 'why'. Older children are interested in numbers and ask questions about size, shape and quantity.

Setting details

Unique reference number	EY540005
Local authority	Barking and Dagenham
Inspection number	10090269
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	72
Number of children on roll	136
Name of registered person	Kingsley Hall Church And Community Centre
Registered person unique reference number	RP540004
Date of previous inspection	Not applicable
Telephone number	020 8592 1708

Kinder Kapers Too registered in 1993 and re-registered in 2016. The pre-school is located in Kingsley Church Hall and Community Centre in the London Borough of Barking and Dagenham. The provider receives funding to offer free early education for children age two, three and four years. The pre-school is open each weekday from 8am to 6pm, for 38 weeks of the year. The provider employs 17 staff. All staff hold appropriate qualifications in early years at level 2, 3 or 6.

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