

Kingsley Preschool

5 Austen Close, Loughton, Essex IG10 3TX



Inspection date

30 April 2019

Previous inspection date

2 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Children settle well into the preschool. They form close bonds with staff. This helps children to feel safe and secure. Staff are kind, nurturing and understanding of children's individual needs.
- Children are active learners. Staff provide a good range of interesting activities to ignite children's curiosity and imagination.
- Partnerships with parents are strong. Staff ensure that parents are fully involved in their children's learning from the beginning. They provide support for parents to continue their children's learning at home. They invite parents into the preschool to participate in activities and share their experiences.
- Staff have good links with other professionals. They share information with staff at other settings children attend to ensure continuity in their learning.
- The manager and staff evaluate the effectiveness of their practice. They ask parents and children to give their views about the provision during discussion and through questionnaires. Parents say they are delighted with the care their children receive and the progress they make.
- Staff do not provide extensive opportunities for children to learn about their home languages and the family traditions of others.
- Staff do not always build on older children's literacy skills to the fullest degree, such as extending their understanding of letters and sounds.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore their home language and learn more about the customs and traditions of others
- strengthen older children's understanding of letter sounds and letter names to develop their literacy skills to the fullest extent.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and reading comments on parent questionnaires.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's developmental records, attendance records, policies and procedures.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

The manager and staff work effectively as a cohesive team. Recruitment procedures are robust, and staff stay in the setting for a long time. The manager supervises staff closely to ensure they work well as a team. She makes sure that all staff have regular opportunities to seek training and qualifications to support their continuous professional development. New staff, students and volunteers receive a good induction into the routines, policies and procedures of the preschool. Safeguarding is effective. Staff are confident in their ability to recognise if a child is at risk of harm. They fully understand their responsibilities to protect children. They know the procedures to follow if they have a concern. The manager and staff question each other on safeguarding matters to ensure they all remain up to date with their knowledge.

Quality of teaching, learning and assessment is good

All children, including those who need additional support and those who are more able, make good progress. Staff track children's development carefully to ensure they achieve to the best of their ability. Staff's accurate assessments of children's learning help them to plan challenging activities to meet children's individual needs. The manager takes time to monitor the progress of specific groups of children. This helps her to identify any gaps in teaching and to provide effective support for staff. Staff use a good range of teaching methods to support children's communication and language development, such as singing and rhymes. Children learn new vocabulary when listening to stories. Staff capture children's interest in nature and extend their learning about the natural environment. For example, when children find a spider in the garden, staff provide them with magnifying glasses to help them search for other tiny creatures in the soil.

Personal development, behaviour and welfare are good

Children experience a good range of activities that support their physical and emotional well-being. Staff teach children about rules and boundaries. This helps them to feel secure. They become independent from an early age and older children learn to hang up their coats and unpack their lunch. They enjoy spreading butter on crackers and pouring their drinks. Children make healthy choices in food and they have free access to fresh air and exercise. Staff talk to them about their feelings and the feelings of others. They provide sensory materials for children to explore, such as sand, where children find shells, stones and toy dinosaurs buried. Children increase their understanding of the world as they learn the names of dinosaurs and find out about their diet and their size. Staff praise children often, boosting their self-esteem and enthusiasm to achieve further.

Outcomes for children are good

Children learn many skills they need to progress in their learning and move on to school. They are patient and enjoy sitting still for a story. They concentrate, answer questions and listen well. Children learn about numbers and counting. They measure how far their cars reach when pushed through a tunnel. They build models with their hands and solve problems, such as how to make the pieces stick together. Children draw faces in chalk and develop hand control to help with early writing.

Setting details

Unique reference number	650081
Local authority	Essex
Inspection number	10072996
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	57
Name of registered person	Dent-Burnett, Jacqueline
Registered person unique reference number	RP513320
Date of previous inspection	2 February 2016
Telephone number	0208 508 4353

Kingsley Preschool registered in 1993. The preschool opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 12.20pm until 3.20pm. There are six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds an early years qualification at level 2. The preschool provides funded early education for two-, three- and four-year-old children.

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