

Inspection date	17 June 2019
Previous inspection date	15 July 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager and staff work tirelessly to continually develop the pre-school and raise the quality of teaching. Changes in planning and assessment are extremely effective in vastly improving outcomes for children. Children make exceptional progress having regard to their starting points.
- Parents say that they feel fully involved in their children's learning and that staff work closely in partnership with them. Parents' comments about the pre-school are extremely complimentary and they say they how much they value the kindness and support of the staff.
- All children make significant progress in their communication and language development, including those who speak English as an additional language or have special educational needs and/or disabilities (SEND). Staff employ extremely effective techniques to promote children's speech, such as sign language, picture cards and close individual interaction.
- The environment is exceptionally nurturing for children. Staff create a magical woodland area in the garden where children can explore, investigate and develop their imagination. Children are extremely inventive and curious. They are enthusiastic in their play outdoors as they explore the garden and gaze at the wonders of nature surrounding them.
- Children behave extremely well in the pre-school having regard to their stages of development and abilities. They form close attachments to staff and this helps them to feel safe and secure. Parents say that their children are eager to run into the pre-school and never want to leave.
- The manager continually reflects on the effectiveness of the provision. Staff observe each other's practice frequently and give constructive feedback. This enables staff to develop their skills further and also fosters a highly successful and consistent approach to teaching. Staff conduct regular surveys with parents to help them to identify key areas for development. They produce extremely detailed action plans to help them to continually make improvements to their environment and practice.

What the setting needs to do to improve further

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

- extend the already excellent tracking of groups of children to gain an even clearer view of children's achievements and to raise the quality of teaching and learning even higher.

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 written feedback.
- 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 outstanding

The manager and staff work extremely closely together as a cohesive team. Recent recruitment campaigns have been exceedingly successful in seeking high-quality staff with the passion and enthusiasm to deliver exceptional learning opportunities for children. The manager has highly effective monitoring systems to analyse the progress of individuals and groups of children. This is extremely valuable in helping to ensure that any delays in children's learning are quickly addressed. The manager has ambitious plans to extend the monitoring further to provide an even clearer view of where additional support is most needed. The manager supports and supervises her staff exceptionally well. She provides extensive training opportunities for them to help them to continually develop their skills. Safeguarding is effective. Staff have a thorough knowledge of safeguarding procedures. They have an excellent understanding of all safeguarding matters and know how to record and report any concerns about the welfare of children.

Quality of teaching, learning and assessment is outstanding

Children eagerly explore the enchanting pre-school environment. Staff skilfully observe them and accurately identify their learning needs. Staff plan exciting activities that follow children's interests. This helps to ensure that children remain motivated. Staff extend children's learning from their chosen activities. For example, as children pretend to escape from molten lava, staff speak of volcanos in faraway lands. They extend children's knowledge of the world and ask them to name the lava in another language. Children develop superb hand-to-eye coordination as they make dough from flour and water. They successfully follow a recipe and mould cookie shapes. Children weigh mud cakes in the garden and see how the numbers increase on the scales.

Personal development, behaviour and welfare are outstanding

Staff ensure that children are protected from rain and sun as they play outdoors. Children are very busy in the garden as they water the plants they are growing. They find snails to examine closely and talk excitedly about the parts of the snail's bodies they can see. Children are extremely energetic and physically active. They make firm friendships and are helpful to each other. They eagerly share their resources and take turns pouring water into containers as they pretend to cook dinner together. Staff support children to paint with exotic fruits and vegetables and they teach them about textures, smells, colours and shapes. Children are exceptionally independent. They carefully spread butter on crackers and peel fruit for their friends. Staff help children to choose foods that are excellent for their health and they learn important rules about hygiene.

Outcomes for children are outstanding

Children choose from an exceptionally wide variety of books. They are entranced as they sit still for an engaging story. They recall what happens next and complete the ends of sentences and rhymes. Children practise holding a pen and learn excellent skills in readiness for school. They repeat letter sounds and recognise numbers exceptionally well. Children discover fascinating facts and learn about differences as they celebrate the festivals and traditions of their friends.

Setting details

Unique reference number	EY420490
Local authority	Essex
Inspection number	10106631
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	52
Number of children on roll	72
Name of registered person	Kidz OK Ltd
Registered person unique reference number	RP525274
Date of previous inspection	15 July 2014
Telephone number	01279 414706

Kidz OK Ltd registered in 2011 and is located in Harlow, Essex. The pre-school opens Monday to Friday, from 8.40am until 3.15pm, during school term time. There are 12 members of childcare staff, of whom 10 hold early years qualifications at level 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

