

Kingsland Kindergarten Ltd



Kingsland Children's Centre, Eaves Lane, Bucknall, Stoke-on-Trent, Staffordshire ST2 9AS

Inspection date	28 June 2019
Previous inspection date	28 August 2013

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

- The manager is keen to continue to improve and develop the provision. She is reflective in her practice and makes effective adaptations to the provision to best meet the needs of the children. Feedback from staff and parents is used well to drive changes.
- Staff observe, track and monitor children's learning and development frequently. They assess children's progress and plan individually for children's next steps in learning.
- Children's behaviour is good, and staff have consistent routines and expectations in place. They help children to develop confidence and self-awareness through, for instance, timely words of praise and support.
- Staff provide good experiences to help children learn about their local community and the natural world. Staff provide ample opportunities for children to be outdoors in the fresh air to motivate them to learn.
- The key-person system is effective. Children are relaxed, happy and thoroughly enjoy themselves. They demonstrate that they feel safe and secure and develop good bonds with staff.
- Staff work well with other professionals. They establish an effective two-way flow of information that provides children with consistency in their care and learning. This contributes to the good progress children make and helps to prepare older children for the move to school.
- The manager's procedures to monitor and evaluate the progress of different groups of children are not fully developed and embedded in practice.
- On occasion, strategies to fully involve parents in children's learning are not highly successful.

What the setting needs to do to improve further

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

- embed monitoring systems to provide a more precise analysis of the progress made by different groups of children, to help identify and address any gaps in their learning
- extend further the opportunities for parents to gain ideas to support children's learning at home, promoting their good progress to an even higher level.

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 held a meeting with the kindergarten manager and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector took account of the spoken and written views of parents.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are committed to keeping children safe. They have a good knowledge of the processes to follow if they are concerned about a child. The manager carries out effective recruitment and induction procedures to help ensure staff are suitable for their role. Daily safety checks and risk assessments help ensure that children play in a safe environment. Staff benefit from regular supervision meetings with the manager. This gives them the opportunity to discuss their role and talk about any concerns they may have. Staff are encouraged to undertake training to help them support children effectively. For example, staff in the pre-school room have had specific training in teaching mathematics, through collaboration with staff at their linked school.

Quality of teaching, learning and assessment is good

Staff have worked hard to implement and embed systems to support children's learning. They observe and assess each child and plan activities and experiences which are carefully matched to their interests and stages of development. Children explore the properties of water and sand. Staff use these opportunities skilfully to help children talk about what they find and to introduce new concepts, ideas and vocabulary. Children enjoy books and songs. They listen well, follow instructions and can share their thoughts with others. Staff interact well with children and value their responses. Children of all ages begin to use number names as they play. For example, as children build towers, staff support them to count how many blocks they have used.

Personal development, behaviour and welfare are good

Children are happy and settled in the kindergarten. Staff obtain detailed information about children's needs and abilities when they first start. This helps to promote children's emotional well-being. Children have daily opportunities to develop their physical skills in the well-resourced outdoor areas. This helps them to develop good hand-to-eye coordination in order to support early literacy skills. They catch balls, run, climb and negotiate the space available as they operate wheeled toys. Children develop an understanding of the importance of leading a healthy lifestyle. They brush their teeth regularly and follow good hygiene procedures throughout the day.

Outcomes for children are good

Children make good progress. They learn to communicate their needs and thoughts and are becoming confident and independent. Children are sociable, inquisitive and eager to try out new things. Children enjoy plenty of opportunities to practise their writing skills and to use numbers as they play. They have good concentration skills and listen to one another in group activities. All children are encouraged to be polite and have a good understanding of sharing and taking turns. Children display a positive attitude to their learning and develop the skills they need for the future, including starting school.

Setting details

Unique reference number	EY388293
Local authority	Stoke-on-Trent
Inspection number	10109581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	66
Number of children on roll	80
Name of registered person	Kingsland Kindergarten Ltd.
Registered person unique reference number	RP528729
Date of previous inspection	28 August 2013
Telephone number	01782 856 042

Kingsland Kindergarten Ltd registered in 2009 and is located in Stoke-on-Trent. The kindergarten employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and four hold level 6. The kindergarten opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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