

Inspection of Kingston Kindergarten

St John's Parish Hall, Grove Lane, KINGSTON UPON THAMES, Surrey KT1 2SU

Inspection date: 9 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle very quickly when they first arrive. They enthusiastically find their name cards and post them in a box to help promote a sense of belonging. Children form close attachments with key staff and build secure friendship groups. They behave well, share toys, play cooperatively together and follow familiar routines. Children are emotionally secure and demonstrate that they feel safe. Staff encourage children to make independent choices in their play to help them become independent and motivated learners. However, occasionally, staff do not encourage some children to engage fully in tasks. Children develop a positive sense of self-esteem. They thoroughly enjoy showing their friends the different experiences that they bring to the kindergarten. For example, older children confidently show their friends different ways to stretch and move their bodies, when they learn new yoga and ballet positions. Children are eager and willing to have a go. Overall, teaching is good. Staff support children's early speaking and listening skills well. For example, they encourage children to listen to music, and copy a rhythm and beat. During story time, children eagerly recognise words that rhyme, such as 'fox' and 'box'. Staff have high expectations for all children. They plan activities and experiences based on children's interests and what they already know and can do, to further extend their learning. For instance, children learn about farmyard animals. They keenly look at picture books about farms and sing songs about 'Old Macdonald'.

What does the early years setting do well and what does it need to do better?

- On the whole, the extremely passionate and dedicated leaders share their high expectations among all staff to provide high-quality childcare for children. Robust procedures are followed by the consistent staff team to support the quality of the kindergarten. These help to guide staff during their daily work to further support children's safety, well-being and outcomes.
- Leaders provide supervision meetings to help all staff identify strengths and where areas can improve. Staff welcome the support and kindness provided by leaders and they speak very highly of them. They say that their well-being is supported very well. Furthermore, detailed professional development plans help staff to identify and access training opportunities to help improve their knowledge and teaching skills.
- Partnership with parents is highly effective. Parents speak very positively about leaders and staff, and the care that their children receive. Staff engage with parents to support children's learning very well. For instance, children share books with their parents to help develop a love of books and early reading skills. Parents routinely record their children's achievements at home. They share these with staff to help promote children's sense of achievement and self-esteem.

- Children learn skills for the next stages in their learning and for when they move on to school. For example, children learn about the world around them, and develop a love of learning, social skills, confidence and independence. Staff skilfully support children's transition to school to further promote a consistent approach. However, systems to engage key staff at other childcare settings that children also attend are not yet fully embedded to promote continuity in children's care, learning and development effectively.
- Leaders and staff implement a broad and varied curriculum across all areas of learning to provide children with the knowledge and experiences required to help them succeed in life and become resilient and good citizens. Children make very good progress from when they first start.
- Children are keen and eager learners who constantly make choices in their play and learning. Children's creativity and imaginary skills are supported well. For example, they routinely help staff prepare coloured paint and dough. Children eagerly design artwork, using a range of art and craft materials. Overall, staff engage well with children. For example, they use new words such as 'symmetrical' to further extend children's vocabulary when children enthusiastically paint butterflies and flowers.
- Generally, teaching is of good quality. Staff enthusiastically engage with children to extend their learning further. For example, they encourage children to guess what is in a box, recognise letters and look through binoculars as they play outdoors. However, on occasion, staff do not identify the quieter children and those who are not participating fully to consistently engage them and extend their learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate an excellent knowledge of their safeguarding responsibilities. They regularly attend safeguarding training to develop their sound knowledge. This helps them identify, understand and respond to signs of possible abuse and neglect. Leaders and staff understand their role to protect children from extreme views and beliefs. They have a shared understanding and commitment to keep children safe. Leaders and staff confidently explain the local procedures to follow if they have a concern about a child's safety. The premises are secure and daily checks of the environment ensure that it remains safe for children.

What does the setting need to do to improve?

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

- extend children's learning and enjoyment to the highest level, particularly for the quieter children and those who are not fully engaged
- strengthen partnership working with staff at other settings that children also

attend, to promote a consistent approach to children's care and learning.

Setting details

Unique reference number	131793
Local authority	Kingston upon Thames
Inspection number	10128370
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 at time of inspection	2 to 4
Total number of places	35
Number of children on roll	24
Name of registered person	Angela Brooks & Patricia Sargent Partnership
Registered person unique reference number	RP521913
Telephone number	07741 174801
Date of previous inspection	23 April 2015

Information about this early years setting

Kingston Kindergarten registered in 1993 and is located in Kingston upon Thames. It operates during term time from 8am until 1pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children. There are six staff, all of whom hold childcare qualifications, from level 2 to level 4.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The inspector and leader completed a learning walk across all areas of the provision to understand how the leaders and staff organise the curriculum and environment.
- A range of documentation was viewed by the inspector, including public liability insurance, safeguarding policies and procedures, records of incidents and paediatric first-aid certificates.
- A meeting was held between the inspector and leaders to discuss arrangements for self-evaluation, safe recruitment and staff suitability.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- A joint observation of an activity was carried out by the inspector and leader to evaluate the quality of teaching and learning.

We carried out this inspection 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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