

Inspection of Kingsdown Pre-School

Village Hall, Upper Street, Kingsdown, DEAL, Kent CT14 8BJ

Inspection date:

26 May 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and enjoy their time at pre-school, which shows that they feel safe and secure in their surroundings. They form positive relationships with their key person and seek them out to engage them in their play. Children develop special friendships and show an interest in each other's games. They build their self-care skills effectively. For example, children wash their hands independently before snack time without any prompts from staff and clear their plates after eating. Children behave well. Staff remind them about being kind to each other and talking to their friends to resolve any issues.

A newly appointed manager has plans in place to help develop the quality of education, particularly the curriculum intent, although these plans are in the early stages. She recognises that the current arrangements, at times, limit children's learning experiences. Therefore, activities staff plan do not always provide enough challenge and respond to children's development needs. This does not enable children to make the best possible progress in their learning. Those who have oversight and governance of the pre-school, in particular, the nominated individual, do not have an in-depth understanding of their roles and responsibilities.

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

- Staff know their individual children well and what they can do. However, they do not implement their curriculum intent consistently well to make sure children are fully ready for their next stage in learning. Advice from other professionals, particularly speech and language teams, has not been swiftly applied to help ensure children's gaps in development consistently close in readiness for their move to school. Many activities, particularly outdoor activities, do not provide sufficient challenge and do not focus enough on what children need to learn.
- Leaders do not make sure that requirements are continually met. They do not apply their policies as efficiently as possible, including the use of social media to help ensure the safe management of the setting. Leaders do not make sure new committee members supply all the necessary information to Ofsted so checks can be completed. Records are not readily available for inspection, particularly paediatric first-aid certificates, and staff qualifications and documentation is kept off the premises without Ofsted consent. However, the breaches in requirements do not have a significant impact on children's safety.
- Parents are very happy with the service the pre-school provides. They comment that children have settled quickly and staff cater for children's individual backgrounds well. Staff work with parents effectively and share regular information with them to support learning at home, including during the pandemic. For example, staff share stories and rhymes online.
- Staff have regular supervision and opportunities to discuss their well-being and

workload. For instance, leaders have sent a well-being questionnaire for staff to help understand their needs. The new manager monitors staff practice effectively to identify areas of strength and development. She has arrangements in place to help develop the quality of the provision.

- Staff support children's literacy skills effectively, for example when they read stories before children go outside to play. Staff support children's mathematical development well. For example, they count, build with shapes and introduce early addition. Children are confident to talk to adults about their interests. For instance, they animatedly describe their favourite dinosaur, a Triceratops. Children move freely around the setting and younger children develop their imagination successfully. For example, they engage with small-world figures and sing to themselves as they play.
- Leaders know how to use additional funding well to help support children's specific needs. For example, they purchase technology equipment to help encourage children's confidence and self-esteem. Staff work effectively with other settings children attend. They share regular development information to help provide a consistent approach in children's learning and care needs.
- Staff successfully adapt the provision with regard to the pandemic to keep children safe. For example, they maintain small groups of children and minimise the risk of cross-infection while eating.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that would cause them concern about a child's welfare and the processes to follow. They know what to do to escalate their concerns if leaders did not take action. Leaders have secure vetting and recruitment systems in place. For example, they conduct interviews, seek references and have a thorough induction programme. This helps to ensure that staff are suitable for their roles and responsibilities. Leaders know what to do if there was an allegation against a member of staff. This helps to protect children from harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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<p>take action to improve knowledge and understanding of those with oversight and governance to help ensure they understand their roles and responsibilities, maintain requirements and develop the overall quality of provision</p>	<p>27/07/2021</p>
<p>improve the implementation of the curriculum intent to fully build on what children know and can do and to assist gaps in development to consistently close, particularly speech and language</p>	<p>27/07/2021</p>
<p>ensure all records are readily available for inspection and consent is gained from Ofsted for any documentation kept off the premises, particularly first-aid certificates and qualifications</p>	<p>27/07/2021</p>
<p>apply effective procedures to ensure that committee members swiftly provide the relevant information to Ofsted so checks can be completed.</p>	<p>27/07/2021</p>

Setting details

Unique reference number	127307
Local authority	Kent
Inspection number	10196299
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	27
Number of children on roll	29
Name of registered person	Kingsdown Pre-School Committee
Registered person unique reference number	RP904336
Telephone number	07968 263 185
Date of previous inspection	16 September 2015

Information about this early years setting

Kingsdown Pre-School opened in 1976. It operates from the village hall in Kingsdown, near Deal. It operates Monday to Friday, from 9am to 3pm, during term time only. There are eight members of staff who work with children. Of these, seven hold appropriate early years qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children.
- The inspection was carried out following the risk assessment process.
- The inspector observed the quality of education and the impact this has on children's learning and development.

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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