

Inspection of Kimpton Preschool

Kimpton Preschool, Linden Lodge, High Street, Kimpton, HITCHIN, Hertfordshire
SG4 8RB

Inspection date: 8 February 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate they are happy and enjoy their time at the pre-school. They are eager to explore the numerous exciting activities, both indoors and in the safe outdoor area. Children are learning to be independent and think critically. Staff encourage children to plan and construct their own activities. For example, children are investigating the outdoor equipment. Staff support them to add tunnels and scooters to create their desired obstacle course. Children feel safe and secure at the pre-school.

Staff are kind and nurturing, offering reassurance if children become upset. They use the 'now and next' board with children who initially struggle to settle. This supports children's understanding of the daily routines at the pre-school. Children display high levels of confidence in all activities. Staff support this by consistently praising children's efforts and achievements. Children with specific interests are encouraged to share their knowledge with their friends. For example, staff and children gather and listen intently to the names and features of various dinosaurs.

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

- The manager and staff know the children in their care well. They are aware of their interests and use this to plan exciting learning opportunities. Children are thoroughly engaged in 'The Tiger Who Came to Tea' story. Staff create all the various foods the tiger ate to use in their role-play area.
- Children with special educational needs and/or disabilities are well supported in the pre-school. The manager distributes additional funding well. She allocates extra staff to provide one-to-one care where necessary. This supports children of all abilities to make good progress in the setting.
- Children behave well in the pre-school. They understand the need to take turns in activities. Staff support this with daily 'circle-time' sessions. Children take turns choosing objects from a bag. They put their hands up to guess the correct song to sing linked to the object.
- Children are kind and display high levels of empathy for others. When children fall over, their friends rush to help them up. They show genuine concern, making sure they are unhurt before continuing their game.
- Staff support children's curiosity well. They ask age-appropriate questions allowing children plenty of time to respond. For example, during circle time, children discuss the weather. Staff encourage children to look at the clouds and trees to establish if it is windy.
- Parents are complimentary about the manager and staff. They value the close, nurturing relationships they establish with children. Parents also appreciate the advice they receive to support children's behaviour and development at home.
- The manager works hard to establish good relationships with other settings and

professionals. She communicates with the local school and nursery to support children's transitions. The manager has a close relationship with the committee. This enables her to provide additional resources that best meet the needs of children.

- The manager conducts regular appraisals and supervisions of staff. This enables her to closely monitor staff's performance and well-being. From these conversations, she plans additional training opportunities. For example, staff have recently undergone enhanced training to support children with additional needs.
- Children are developing an understanding of healthy lifestyles. They enjoy plenty of opportunities for outdoor play. Children also enjoy musical-movement sessions displayed on the big, indoor projector screen. Staff support children's knowledge of healthy eating during cooking sessions. Children chat excitedly about the healthy vegetable muffins they recently baked.
- Staff interact well with children in activities. They sit with children during snacks and meals, encouraging conversation with lots of age-appropriate questions. However, staff do not always address children's mispronunciations of words, such as modelling the correct pronunciation back to them.
- Staff encourage children's development well in planned activities. They are aware of individual children's learning needs and encourage them to meet their goals. However, staff do not consistently identify additional learning opportunities in children's free play and use these to extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role in keeping children safe. They are aware of the signs and symptoms which could indicate that a child is at risk of harm, and how to report their concerns correctly. All staff complete regular safeguarding and first-aid training to keep their knowledge up to date. The manager conducts regular risk assessments of all areas of the setting to ensure children are kept safe. Any accidents which do occur, are managed and recorded correctly. Staff monitor accidents and incidents closely. This enables them to identify and address any areas of concern.

What does the setting need to do to improve?

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

- further support children's language development by role modelling the correct pronunciation of words and phrases
- identify and implement learning opportunities in sessions of free play to support children's development to the same high standard as in planned activities.

Setting details

Unique reference number	EY420362
Local authority	Hertfordshire
Inspection number	10127400
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	17
Name of registered person	Kimpton Pre-School Ltd
Registered person unique reference number	RP906205
Telephone number	01438 833936
Date of previous inspection	16 November 2015

Information about this early years setting

Kimpton Preschool registered in 2011. The pre-school employs three members of staff. Two staff hold appropriate childcare qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am until 11.50am, with a lunch club from 11.50am until 1.20pm. On a Monday, Wednesday and Thursday the pre-school offers an afternoon session until 2.50 pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all staff and committee members.
- The inspector and manager discussed how the early years setting is organised.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of children.

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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