

Inspection of Kingsway Pre-School

Chalkwell Methodist Church, Eastwood Lane South, WESTCLIFF-ON-SEA, Essex SS0 9XH

Inspection date: 10 May 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in this extremely stimulating and engaging pre-school. They benefit from a brilliantly resourced environment. It is completely tailored to children's natural curiosity and fascination of the world. Children learn to care for the environment. They learn the importance of recycling and go litter picking in the local area with staff. Even the youngest of children know what is expected of them, as staff set clear and age-appropriate boundaries. Children are extremely polite. When passing visitors, they say 'excuse me please, coming through'. Children are inquisitive, eager to have a go and relish the challenges when they encounter difficulties. They develop excellent concentration and perseverance skills. Children build and rebuild their towers of bricks until they balance successfully.

Children acquire exceptional imaginations. They pretend to make potions that will turn them into lizards. Children climb aboard a pirate ship. They discover buried treasure of shells, medallions, and other resources. Children use a variety of cardboard boxes to create more pirate ships. Children are encouraged to be as independent as possible right from the start. Even the youngest of children dress themselves, make their own sandwiches and are encouraged to hang up their aprons after using them. Children are acutely aware of their surroundings and how they can be active members of society. They identify coats that have fallen on the floor and go and hang them back up, even if it is not their coat. Children develop extremely high levels of confidence and social skills. Children approach visitors and introduce themselves and their peers.

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

- Children and the wider family are at the heart of everything the managers, staff and committee do. Everyone contributes their knowledge, skills, time and care to the pre-school community. The committee members act out their roles proudly and have an active role in pre-school life. They organise regular parents' coffee mornings. Parents describe the pre-school as a 'family'.
- The managers are extremely passionate and have ambitious visions for the pre-school, which they implement seamlessly. Their curriculum is worthy of sharing with others. The managers have an excellent understanding of child development. They use this knowledge to ensure that all children receive high-quality care and education at all times.
- All staff have a first-rate knowledge of how children learn. They work cohesively together to provide exceptional learning opportunities for children. Staff are completely led by children's interests. Children loved the crochet sandwiches in the role-play area. This has led to children writing shopping lists for staff, so they can go and get ingredients to make their own sandwiches at pre-school. Staff continually reflect on their practice. They make sure they are always

providing children with exactly the care and education they need to make the best possible progress.

- The managers carefully monitor all children's progress, including children with special educational needs and/or disabilities. They swiftly identify gaps in learning, so the appropriate support can be implemented. For example, they identified a slight gap in listening skills. They introduced resources, such as a drummer, for children to develop in this area. Consequently, no child gets left behind.
- The managers and staff really value parents as their children's first educators. They educate parents, in detail, on their curriculum and how they assess children's learning. This enables parents to support their children's learning at home seamlessly. Parents comment on the incredible work the staff carried out during the COVID-19 pandemic. They provided video calls where staff read stories. Parents received communication from their child's key person. Staff provided weekly online challenges for children and their families. Parents speak very highly of all the staff. Staff provide workshops to support parents. They recently held a session on the 'Statutory framework for the early years foundation stage' and the next workshop planned is to help with children's transitions to school.
- Children acquire excellent language skills for their age. Staff continually add new words into children's vocabulary. They skilfully ask children questions in their play and encourage them to speak in longer sentences. Children develop a strong love of books. Older children spontaneously choose a book from the book corner and sit and trace their finger along the words as they make up their own story. Younger children snuggle up with dolls and pretend to read to them.
- Staff place a high importance on supporting children's emotional and physical well-being. Staff have incredible bonds with the children. Children take part in yoga sessions and have recently been visited by a mindfulness coach. Children self-regulate exceptionally well, as staff support them to deal with disappointment superbly.
- The managers and staff support children to have extremely high levels of respect for each other. They embrace similarities and differences, and children get to experience the wider world at pre-school. Children feel a sense of belonging as everyone is represented. Parents attend to share their family cultures and ways of life. Children have recently learned some Spanish words and all about the foods their peers eat at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about their responsibility to safeguard children. They are all trained in the procedures to follow. Managers check staff's knowledge remains current. Staff are aware of wider safeguarding issues, such as extreme and radical behaviours and views. They are also aware of safeguarding concerns that are prevalent in the local community. Staff take swift action to report any concerns. They work closely with other professionals to ensure information is shared to keep

children safe.

Setting details

Unique reference number	119492
Local authority	Southend-on-Sea
Inspection number	10137542
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	33
Number of children on roll	59
Name of registered person	Kingsway Playgroup Committee
Registered person unique reference number	RP905277
Telephone number	07757164206
Date of previous inspection	15 July 2016

Information about this early years setting

Kingsway Pre-School is run by a parent committee and registered in 1997. The pre-school employs nine members of childcare staff. All hold appropriate early years qualifications at level 2 and above. Two staff hold qualified teacher status. The pre-school offers sessions from Monday to Friday from 9am to 12 midday, and from 12 midday to 3pm. For children aged two, sessions are Monday to Friday from 9 am to 12 midday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

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 managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and one of the managers carried out a joint observation of an activity.
- Parents, including committee members, shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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