

Inspection of Kingston Pre-School

Kingston Village Hall, The Street, Kingston, Lewes, East Sussex BN7 3NT

Inspection date:

21 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

There are weaknesses in communication between the committee and manager. This impacts negatively on some aspects of children's learning. Leaders do not share a clear understanding of what they want children to learn. As a result, children do not benefit from a well-planned curriculum that fully reflects their individual learning needs. Despite this, children enjoy coming to pre-school and form good relationships with staff. Children and their parents and carers receive a warm welcome from staff, who know them well.

Children independently access the toys and equipment that they like to play with. They enjoy their daily group time, where they keenly find their name and self-register, practise the days of the week and sing familiar rhymes and action songs. Children skilfully cut their own fruit and wash their plates at snack time. They beam as they delight at the sense of responsibility they feel while doing this. Children demonstrate good manners and are supported by staff to understand simple rules, such as turn taking.

Children with special educational needs and/or disabilities (SEND) receive additional support. Staff work in partnership with parents and outside agencies to ensure their inclusion. In general, however, children are not excited, enticed or intrigued by the learning opportunities provided within the setting. This can leave children flitting from activity to activity or displaying disruptive behaviour that is not always appropriately challenged by staff.

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

- The quality of teaching is not consistently good. Children have access to all areas of learning. However, they do not benefit from a well-thought-out, planned programme of activities and experiences that fully promotes their learning and development.
- There are weaknesses in the relationship between the manager and committee that have an impact on staff morale. However, staff feel supported by the manager, and she acts as a positive role model in her interactions with children. The manager has started monitoring the quality of teaching across the staff team and provides useful feedback to help staff improve their work. For example, less-experienced staff are supported to improve the quality of the vocabulary they use during small-group time by participating in 'Learning Fridays'. They buddy up with a mentor to develop confidence and practise these skills.
- The committee has not ensured that all staff have received enough training in the specific ethos of the setting. As a result, there is a varying degree of knowledge and understanding across the staff team about the way in which

children are taught the things they need to know. However, the committee are committed to improving teaching and learning and are aware of the areas for development.

- Despite the weaknesses identified in leadership and management, there have been improvements since the last visit. The committee and manager have worked hard to improve the quality of safeguarding and develop a strong key-worker system.
- Staff know the children well and are alert to any changes in their circumstances that may require additional support, such as helping children who are struggling with changes at home. The setting has recently introduced specific strategies and tools to help children identify, understand and manage their thoughts, feelings and emotions. This helps to improve children's behaviour and promote their personal development.
- Staff seek a wealth of information from parents prior to their children starting. This helps children settle quickly, form strong relationships and feel welcome in the setting. Children with SEND and those with additional or emerging needs are carefully planned for. For example, parents whose children have complex health conditions have additional meetings to agree healthcare plans. These are well rehearsed by the staff team, shared with their GP and signed off by parents before the child's start date. This helps to ensure that parents are confident that their children are safe, secure and well cared for.
- Parents speak passionately about the setting and value the care and personal attention shown by staff. Overall, the majority of parents report to have strong relationships with their children's key workers. They are happy with the information they receive regarding their child's care, learning and development.
- Children learn to take responsibility for their personal care routines, such as putting their own coats on and taking them off, packing away their own lunch box and using the toilet independently. They discuss the benefits of making healthy choices about the foods they eat and have access to a well-maintained outdoor area. However, children are not always helped to understand why it is important to undertake regular hygiene tasks like handwashing between some activities or taught to develop respect for the environment and resources they play with.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular safeguarding training. Staff are well informed about signs of abuse and neglect. This helps them to recognise when children may be at risk of harm. There are clear procedures for staff to report any concerns that they may have about a child's welfare. Staff know how to follow these procedures. The manager regularly monitors and reviews children's absence and is alert to any issues that would give cause for concern. The manager oversees the implementation and review of individual healthcare plans and risk assessments for children with medical conditions and/or dietary requirements. Staff undertake routine risk assessments of the environment and for trips, outings and activities to

ensure that children are kept safe and secure.

What does the setting need to do to improve?

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

- implement appropriate arrangements to ensure that all members of the management committee understand their roles and responsibilities, including providing support, coaching and supervision to the manager
- improve the oversight and governance of the setting, including ensuring that a clear vision for the curriculum is shared with the staff team
- take steps to monitor the quality of teaching, to improve adult interactions during planned and child-initiated play and activities, ensuring the curriculum is implemented consistently
- provide clearer and consistent messages for children to understand the reason for personal hygiene routines, such as regular handwashing, and for the correct use of resources and equipment.

Setting details

Unique reference number	109451
Local authority	East Sussex
Inspection number	10262679
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 5
Total number of places	24
Number of children on roll	30
Name of registered person	Kingston Pre-School Committee
Registered person unique reference number	RP517876
Telephone number	01273 486060
Date of previous inspection	21 June 2017

Information about this early years setting

Kingston Pre-School registered in 1992. It is run by a committee and is a registered charity. Opening hours are from 7.45am to 3pm, Monday to Friday, during term time only. The setting employs 6 members of staff. The manager holds a relevant level 3 qualification in early years. Three staff are currently trained to level 2 or above, one member of staff is working towards level 3 and one member of staff is unqualified. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Merritt

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and received written feedback on the day of the inspection, and their views were taken into account.
- The inspector looked at relevant documentation and reviewed evidence, including that relating to the suitability of staff working in the pre-school.
- The nominated individual and inspector carried out a joint observation of lunchtime and a group-time activity
- The inspector observed interactions between the provider and staff and between staff and the 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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