

Inspection of Kimberley Pre-School Playgroup

Kettlebrook Lodge, Eastwood Road, Kimberley, Nottingham, Nottinghamshire NG16 2HX

Inspection date: 22 February 2023

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

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to learn in the welcoming environment created by staff. They have strong relationships with all staff, who know them well. Children play with their friends and share toys. They use their imaginations to talk to each other using pretend mobile telephones. Children choose from a wide range of resources, which staff provide based on their interests and what they want children to learn. Children practise their physical skills indoors, using their legs to pedal bicycles and ride-on cars around the allocated area.

Children know what is expected when at pre-school. They listen to staff as they explain the dangers of running indoors. Children confidently share their ideas with staff. They pretend the floor outdoors is lava and leap across it with support from staff. Children involve staff within their play. They talk with staff and learn about colours, numbers and shapes within the pre-school environment.

Children laugh and giggle while they play the 'tummy ache' game. They learn about healthy foods and laugh when they pick out cards containing spiders and worms. Children wash their hands without support after blowing their noses and before they eat. They are encouraged to independently visit the toilet, which helps them to develop their self-care skills.

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

- The manager and staff demonstrate clear thinking about the knowledge and skills they want children to learn. When planning activities, they take into consideration children's interests, to expand their learning. Children develop a wide range of knowledge and skills across all areas of learning.
- Staff provide additional support to children when necessary. They seek advice from other professionals promptly. Staff work with parents to complete any necessary paperwork or referrals needed. This ensures that everyone works together to achieve the best possible support for children.
- Parents talk positively about the pre-school and how amazing the staff are. Parents express how grateful they are for all the help and support staff give them. They describe the progress their children have made since they started pre-school. However, parents do not always receive regular opportunities to discuss their children's progress with staff.
- The manager ensures that staff complete appropriate training. Staff talk about how recent training has helped them to support children's communication and language. This has helped them to communicate effectively with children, ensuring they are always at the child's level before they speak.
- Staff gather a range of information to help them to get to know individual children. They ensure that planned activities help children to learn about the

wider world and their communities. Staff plan walks outside, provide experiences to climb and lift, and opportunities to play with messy materials. The pre-school is located close to a depot where children can see a range of dustbin vehicles. Staff use children's observations as a learning activity for them to understand how the lorries work.

- The supervision processes for the manager and staff at the pre-school have recently changed. This has resulted in a more informal approach to supervision. Staff talk during group discussions rather than more regular one-to-one sessions. Although staff report that they communicate regularly and receive support from the manager and each other, this approach has led to limited individual support, coaching and mentoring for staff and less time to talk about the needs of their key children.
- Staff support children's communication and language development well. They read stories with children regularly. At lunchtime, children split into smaller groups and take part in story and song time. These smaller groups help to focus children's attention and listening skills.
- Staff encourage children to be independent. Children learn how to drink out of cups without a lid. Staff allocate children different jobs and roles at snack time. Children serve their friends healthy fruit and toast.
- Staff are good role models. They demonstrate the behaviours expected in pre-school. Staff deal with minor behaviour challenges effectively. They de-escalate situations quickly and sensitively, keeping children calm and engaging them back into play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to safeguard children. They know the signs that raise concerns and how to report these to the appropriate safeguarding agencies. Staff are clear on safeguarding procedures. For example, they know what to do if they have a concern about a member of staff or their manager. All staff receive regular safeguarding training. Managers have completed level 3 safeguarding qualifications to support their ongoing knowledge. The manager knows the importance of ensuring that staff are suitable to work with children. She carries out regular checks to ensure the ongoing suitability of all staff and committee members.

What does the setting need to do to improve?

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

- enhance systems for sharing information with parents so they have regular opportunities to discuss their children's progress with staff
- strengthen staff supervision to provide support, coaching and mentoring and

more time to talk about the needs of their key children.

Setting details

Unique reference number	253151
Local authority	Nottinghamshire County Council
Inspection number	10263892
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	26
Number of children on roll	28
Name of registered person	Kimberley Pre-School Playgroup Committee
Registered person unique reference number	RP522550
Telephone number	0115 938 9205
Date of previous inspection	16 May 2017

Information about this early years setting

Kimberley Pre-School Playgroup registered in 1968 and is situated in Kimberley, Nottinghamshire. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Townrow

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during outdoor play.
- Parents 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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