

Inspection of Kingsland Pre-School

The Coronation Hall, Kingsland, Nr Leominster, Herefordshire HR6 9QS

Inspection date: 28 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are incredibly happy and settled at this nurturing pre-school. As they arrive, children find their pegs and place their belongings away by themselves. Staff are child centred, and their aim is to support children to become independent, confident learners who fully immerse themselves in play. Children help adults with gardening tasks, such as pouring compost into flower pots and using their wellington boots to compact the soil down. The children talk enthusiastically to staff as they recall previous learning.

Children giggle as they play hide and seek with their friends and key person. Staff foster strong attachments with all children in their care and listen attentively to their needs and requests. Children show they feel safe and secure by initiating cuddles with their key person and other staff who care for them. They know how to behave, and children are respectful and kind to each other. Older children say, 'I know how to help my friends,' when they see a friend struggling. Younger children share pots and pans as they fill and empty them with sand. This helps children to learn important skills such as taking turns and waiting for their turn.

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

- Parent partnerships are secure. Parents speak positively about the pre-school and feel well informed. Staff share children's progress with parents and offer ideas on how they can support their child's development at home. For example, parents like having puzzle packs, which they use to play with their children at home. These help the children to practise the skills they are learning in nursery.
- Flexible transition arrangements help children settle into the pre-school in their own time. For example, children and their parents are offered settling-in sessions, which are built up over time, to suit the needs of the child and family.
- The pre-school has developed effective links with the local primary school. They plan joint events to help children transition to school. Staff work closely with health professionals and share information that has helped children to receive the right support at the right time.
- Staff follow children's interests and support their learning, both indoors and outdoors. For example, staff support children to learn about the number of objects as they count. For example, they develop their understanding of number as they explore spring flowers in the outdoor area. On occasion, during play, some children become disengaged, as the planned environment can lack challenge. This results in children becoming reliant on staff interactions to help re-engage them.
- Daily toothbrushing helps children to develop a positive attitude to caring for their oral health. Staff talk to children about how to keep healthy, and they read children books that offer further discussion points around health and well-being.

Staff have sought oral health training to offer support and information to families.

- Children take part in local walks, and they help the farmer to bottle feed the lambs during spring. These experiences enable children to develop their understanding of the community in which they live and broaden their experiences.
- Children display good levels of independence. They choose when they want to prepare their own snack, and staff support younger children to use cutlery to chop their fruit and pour their own drinks. Older children independently place their plates and cups in a bowl to help wash them up.
- Children get plenty of opportunities to hear stories, rhymes and songs throughout the day. There are planned sessions where children sit together and listen to a story alongside their peers. This presents the opportunity for older children to work on their next step of sequencing familiar stories. Staff regularly engage children in conversation as they play. This helps children to become confident communicators and develop a love of storytelling.
- Managers regularly arrange training to support staff to improve their knowledge and skills. However, supervisions staff receive do not focus effectively on providing clear feedback that staff can use to further develop their quality of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have recently completed a programme of relevant safeguarding training. Staff have made changes to their safeguarding procedures to ensure that children remain safe. They understand their role and responsibility regarding child protection. Staff keep effective detailed records, which helps them to respond quickly if they have a concern about a child's welfare. They are clear on how they would respond and report allegations regarding the conduct of a staff member. Staff implement risk assessments, which helps to ensure that children remain safe when playing at nursery. Robust recruitment processes have been implemented to ensure that those working with children are suitable.

What does the setting need to do to improve?

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

- develop how staff plan the environment to ensure children have sufficient levels of challenge to continue to engage in their learning
- strengthen how supervisions are used to provide staff with clear targets that relate to quality of teaching and learning.

Setting details

Unique reference number	EY321131
Local authority	Herefordshire
Inspection number	10264947
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Kingsland Nursery Group Committee
Registered person unique reference number	RP910808
Telephone number	07938481439
Date of previous inspection	30 June 2017

Information about this early years setting

Kingsland Pre-school registered in 2006. It operates from the village hall in Kingsland, North Herefordshire. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications to level 3 or above. Sessions are from 9am until 3pm, on Monday, Tuesday, Wednesday and Friday, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Laird

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector carried out a joint observation during outdoor play.
- 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, assessed the impact this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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