

Inspection of Kingsbury 1st Pre-School Ltd

Kingsbury Primary School, Bromage Avenue, Kingsbury, Tamworth, Staffordshire
B78 2HW

Inspection date: 2 March 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 have fun and thrive at this nurturing pre-school. They feel safe and secure and develop their confidence well. Children build strong relationships with their key person. Staff have high expectations for children and, as such, they behave well. Children use good manners, share and take turns as they play. Children are regularly praised for their achievements, which encourages them to keep learning and practising new skills. Children are encouraged to develop their imaginations. For example, they buy food and count out change as they play 'shops'. Children develop their independence well. They actively make their own choices during their play and put on their own coats and wellingtons when they go outside.

Children benefit from a language-rich environment. They are regularly introduced to new vocabulary, listen to a range of stories and sing songs throughout the day. Staff talk to children about what they are doing and ask them a range of engaging questions. This means that children develop their speaking skills well. Children benefit from a range of opportunities to develop their physical skills. For example, they enjoy pouring water, mixing and stirring as they make mud pies in the mud kitchen outside.

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

- The manager plans an ambitious and sequential curriculum that is based on children's interests. There is a rigorous process for finding out what children know and can do when they first start attending the setting. Staff use their knowledge of children's interests to plan a range of activities that are engaging and exciting.
- Staff make effective use of regular assessments to inform their curriculum plans. They are quick to identify gaps in learning and put support in place swiftly where needed.
- The manager places a high priority on promoting British values in the setting. She understands the importance of staff modelling these values to children and encourages children to follow simple pre-school rules to support their behavioural development. Children learn to celebrate their similarities and differences, and they enjoy celebrating a range of cultural festivals.
- Children really enjoy their time at nursery. They have fun and delight in taking part in the range of activities that are on offer. For example, children laugh and squeal in delight as they accidentally splash themselves while playing in the water area.
- Children are provided with a range of opportunities to practise new skills. For example, children are encouraged to practise their counting skills by counting out bricks while constructing, counting spots on the ducks backs in the water area and counting buttons on gingerbread men as they play with malleable

materials.

- In general, partnership working is effective. Staff work closely with external agencies to ensure that children receive any additional support they require. However, where children attend more than one setting, two-way information is not always communicated as best as it could be. There is scope to build on this further so that information about what children know and can do is shared as swiftly as possible.
- Parents speak extremely highly of the setting. They comment that staff go above and beyond with the support they provide to children and families. Parents state that they receive regular communication about their children's progress.
- The key-person system is highly effective. Staff are highly attuned to children's needs and interests and plan adult-led activities to meet these. However, on occasion, staff deployment during child-led play does not always ensure all children receive high-quality interactions from adults. This means that, at times, children choose to not engage in purposeful play opportunities.
- Support for children with special educational needs and/or disabilities (SEND) is strong. Staff are knowledgeable and ensure referrals to external agencies are timely and thorough. Staff work closely with children towards targets provided by external agencies. The manager uses additional funding to ensure all children have their needs met.
- The manager is highly reflective and leads with enthusiasm. She is passionate about providing high-quality education for children and reflects on practice regularly with her team.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to protect children from harm. They understand the signs and symptoms that are potential indicators of abuse. Staff know the procedures they must follow should they have concerns about a child's welfare or the conduct of a colleague. All staff have completed training on safeguarding, and they regularly refresh their knowledge and understanding. The manager follows robust recruitment and induction procedures to ensure the suitability of staff who work with children. Staff know how to keep children safe and complete regular risk assessments of the premises to ensure it is safe and suitable for children.

What does the setting need to do to improve?

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

- continue to consider staff deployment so that all children benefit from the highest quality interactions at all times, supporting them to make even greater

progress

- further build on partnerships with other settings so that information about what children know and can do is shared and can be used to support planning at the earliest opportunity.

Setting details

Unique reference number	EY465816
Local authority	Warwickshire
Inspection number	10264535
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	28
Number of children on roll	38
Name of registered person	Kingsbury 1st Pre-School Ltd
Registered person unique reference number	RP532815
Telephone number	01827 870488
Date of previous inspection	19 June 2017

Information about this early years setting

Kingsbury 1st Pre-School Ltd registered in 2013. The pre-school employs eight members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 8.45am to 11.45am, 9am to 3pm and 12.30pm to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 the inspector conducted a learning walk and discussed the pre-school's curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the pre-school to discuss how the setting is organised. The inspector looked at relevant documentation, including the suitability of staff working in the pre-school.
- The manager and inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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