

Inspection of Kings Pre-School

c/o All Saints CE Primary School, Boughton Green Road, Kingsthorpe, Northampton
NN2 7AJ

Inspection date: 2 March 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe in the setting. When they arrive, children and staff greet each other with smiles and children are keen to talk to staff about any news they have from home. Throughout the day, staff encourage children to develop their independence skills as much as possible. When they arrive, children put their coats away and know where to put their lunch boxes and water bottles. Children confidently change their indoor shoes to wellington boots when they want to access the garden outside. Staff support children to have consistently high expectations of what they can achieve for themselves.

Children enjoy the many different learning opportunities on offer. They benefit from planned activities which match their interests. Children show curiosity with exploring sensory materials. For example, they spend a sustained period of time making porridge for Goldilocks and the three bears. They use spoons to scoop the oats in and then explore the feel of oats mixed with milk on their hands. Staff encourage children to explore and develop their ideas.

Children learn all about how to develop a healthy lifestyle. At snack time, staff talk to children about the different fruit they are eating and if they have tried them before. Staff provide children with plenty of opportunities to exercise and be energetic in the outdoor garden.

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

- Staff work very well together as a team. They have weekly staff meetings, which the management team use as opportunities to further staff's professional development. The management team undertake regular observations of staff, so they know what they do well and what they can do to improve further. Staff comment that the management team are fully supportive of any further training they would like to access to develop their skills.
- Parents are very positive about the care their children receive in the setting. They say their child's key person is always available to talk to them, and they receive regular information about their child's development. Parents appreciate the daily updates they receive on an online application, with photographs showing activities their children have enjoyed doing.
- Staff and children have positive relationships with each other. Throughout the day, staff encourage children to take part in different activities. For example, when children show an interest in St David's Day, staff invite them to participate in making a cheese and leek pasta bake. Children persevere for long periods when cutting leeks. Staff support and encourage children as they safely chop, saying, 'you can do it'.
- Staff support children with special educational needs and/or disabilities very

well. Additional funding is used effectively to provide children with more focused adult support or extra resources. Staff have a secure knowledge of the support the children in their care need. The management team work very closely with families and other professionals to provide additional support to meet children's individual needs.

- Staff support children to develop a love of reading. They introduce books into activities throughout the day to extend children's learning. Children dress up in costumes and bring their favourite stories from home to share for World Book Day. They are keen to share books with visitors to the setting and show them who their favourite character is.
- Staff encourage children to develop strong friendships. Children are kind and caring to their friends. For example, they try to help their friend to find a Spiderman costume in the dressing-up area. When they cannot find one, children share the costume they are wearing that they have brought in from home. Children say 'thank you' to each other and negotiate the time each will wear the costume for. Staff praise the children for being kind to each other.
- Staff interact with children throughout the day. Many natural, relaxed conversations take place between staff and children. Occasionally, quieter, less confident children do not always receive the same number of interactions from staff.
- Most staff are confident to support children with the next steps in their development. However, some staff are not always as confident with what children's precise next steps are. This means sometimes activities can be a little too easy or too challenging for children.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensure staff keep their knowledge of safeguarding up to date. They regularly ask staff safeguarding scenarios at weekly staff meetings to check their responses. Staff confidently discuss the signs and symptoms that could indicate a child is at risk of harm. All staff understand how to report concerns about children and the procedure to follow if an allegation is made against a member of staff. Staff have a secure knowledge of risk assessment. They risk assess the indoor and outdoor areas before children access them and ensure hazards are removed.

What does the setting need to do to improve?

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

- ensure quieter, less confident children have the opportunity to share their views
- develop staff confidence and understanding of planning precise next steps for children.

Setting details

Unique reference number	EY381038
Local authority	West Northamptonshire
Inspection number	10266929
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	54
Name of registered person	Kings Pre-School Learning Group Committee
Registered person unique reference number	RP523350
Telephone number	01604 792121
Date of previous inspection	14 March 2017

Information about this early years setting

Kings Pre-School registered in 2008 and is located in Kingsthorpe, Northampton. The setting employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, during term times. Sessions are from 8.30am to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

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 considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the manager completed a joint observation of a staff member carrying out an activity.
- The inspector tracked several children and talked to their key workers.

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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