

Inspection of Kings Pre School

Byfleet CP School, Kings Head Lane, West Byfleet KT14 7AT

Inspection date: 15 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 are greeted warmly by the friendly staff as they enter the pre-school. They confidently separate with ease from parents and settle quickly. Children are quick to engage in an activity of their choice. They form good relationships with staff who are attentive to their individual needs. For example, staff notice when a child is upset and offer a reassuring arm round their shoulders. The key-person system is effective. Children clearly know who their key-person is. Children with special educational needs and/or disabilities (SEND) or English as an additional language, are supported to identify their key person at the start of the session, such as by looking at photographs. This helps them to feel safe and secure and gives them a sense of belonging, as they know who to go to for support.

Children develop good social skills and make friends. They show kindness and respect for each other and staff, for example when playing simple games together. Staff have high expectations for children in the pre-school. They are quick to remind children of the behaviour rules when needed, such as walking and not running inside. This helps children to develop a good understanding of rules and boundaries in relation to their age.

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

- Staff identify what they want children to learn next based on their developmental needs. They also use children's interests to extend this planning. For example, they give children opportunities to explore construction with rubber building bricks after children show through discussion that they have been experiencing home improvements during the COVID-19 pandemic.
- Staff identify school readiness as a focus of development. They have identified that some children struggle to cope with simple tasks as an impact of the COVID-19 pandemic, such as putting on their coats independently. However, at times, staff do not implement their intentions to develop these skills well enough. For example, they do not fully encourage children to complete these tasks or consider how to build their skills to achieve them, and are too quick to intervene.
- Staff provide many opportunities for children to develop their physical skills. For example, children have fresh air and exercise outdoors, while learning to balance, climb and run.
- Children behave well in the pre-school. Staff help children to understand how to cope with their feelings, such as by reading books about behaviour and by learning about how people's expressions may indicate how they feel. Children learn about the importance of saying sorry to their peers if needed. Staff teach them sign language to do this. This helps all children to communicate with others and is particularly effective in supporting those children who speak

English as an additional language.

- Staff are well supported by management and they feel able to ask for help from them. They are a small, close-knit group and fully support each other's well-being and development. For example, they participate in regular meetings to discuss the day ahead, ideas for planning, safeguarding concerns and training needs.
- Staff are given every opportunity to extend their personal development and knowledge further. For example, they regularly access online training. Managers welcome staff requests for further training, such as in relation to using literacy in the setting and finding out about types of abuse, such as witchcraft. Staff say that this training has helped them to update their safeguarding knowledge.
- Parents are full of compliments for staff. They say children are fully supported regardless of their individual needs. Parents feel children make good progress. They receive regular feedback on their child's development at drop-off and pick-up times. Parents are particularly complimentary of how staff support children with SEND. They state staff fully support them through any assessment process. Staff have a strong partnership with parents. They work effectively together to improve opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding and child protection procedures. They can identify signs of physical abuse and neglect. Staff have a confident knowledge of the process involved to report a concern about a child or an adult. They are aware of who to report a concern to, both in the pre-school or to outside agencies. Staff know where safeguarding information is should they need it. They extend their knowledge of safeguarding by discussing it during staff meetings and training.

What does the setting need to do to improve?

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

- review opportunities to teach children the sequence of skills they need to learn to complete simple tasks themselves.

Setting details

Unique reference number	EY467462
Local authority	Surrey
Inspection number	10282603
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	30
Number of children on roll	20
Name of registered person	McGuirk, Kerry Jane
Registered person unique reference number	RP515332
Telephone number	01932345979
Date of previous inspection	6 December 2017

Information about this early years setting

Kings Pre School registered in 2013 and is located in Byfleet. The pre-school operates during term time only, from 8am and 5pm, Monday to Thursday, and from 8am to 3.15pm on Friday. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff, four of whom have an appropriate early years qualification.

Information about this inspection

Inspector

Lynne Murray

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 management team and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated 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 owner and the inspector carried out a joint observation during lunchtime.
- Parents shared their views of the setting with the inspector.
- The owner showed the inspector documentation to demonstrate the suitability of staff.

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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