

# Inspection of Kids Rule Pre-School

Pilot Hotel, Rollason Road, Coventry CV6 4AN

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Inspection date: 14 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 safe and show a real sense of belonging. Their needs are carefully considered when planning the environment. Children respond well to changes in the routine. For example, they know when the music plays that it is time to tidy up. They sing along as they put the resources away. At snack time, children pour their own drinks and enjoy the extra responsibility of washing their cups and plates.

Children freely decide what to do during the session and have strong friendships as they share, take turns and play imaginatively with their friends. They have plenty of opportunities to be creative. For example, children show a real fondness for the paint as they make and discuss their creations. Children are eager to learn and show high levels of engagement. For example, children pull items out from a bag and think about their shapes and how many sides they have. Pre-school children show good levels of listening and attention as they learn about the emergency services and recall what they know. Children enjoy conversations and are encouraged to share their ideas as they play. They engage well during singing sessions. Staff sing to children during routine tasks, such as nappy changing and handwashing.

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

- The main focus of the educational programmes is to provide an environment for children with experiences that capture their interests and motivate them to learn. Promoting children's language as they freely play, explore and discover is a high priority. Staff have a clear overview of each child's development and progress. They identify children's next steps in learning and use them effectively during their interactions with children to help them make good progress from their starting points.
- There are strong systems in place to work with other professionals and parents to support children with special educational needs and/or disabilities. Staff spend time getting to know each child's unique personalities, interests and strengths. They use this information to help these children take part safely and make the most of what is on offer.
- Staff work closely with parents to find out about children's cultures, home lives and families. They use this information well to teach children about their similarities and differences. Children who speak English as an additional language make good progress. For example, these children and others who have speech and language delay benefit from a daily session of targeted support. Children thoroughly enjoy this session and increase their confidence in speaking through enjoyable interactions.
- Staff provide a good balance of child-initiated play and adult-led activities to help children make progress. For example, children are grouped according to their

age and benefit from well-suited activities. They show high levels of engagement during free play. In contrast, whole-group story sessions are not always as effective due to children's mixed ages and abilities. Consequently, some children lose interest.

- The team of staff speak highly of the manager and the focus she places on supporting their professional development. The manager works alongside the staff team and provides effective support and coaching to all staff to help increase their skills. The manager has a clear overview of the quality of teaching provided. However, she does not review the educational programmes provided as closely to help identify areas for development based on gaps. As a result, children have few opportunities to learn about living things and to use steps and learn how to climb.
- Staff prioritise supporting children's emotional well-being. There are clear routines and boundaries in place and children show a good awareness of them. Staff sensitively help children to regulate their emotions and behaviour and consider the needs of others.
- Staff establish strong and trusting relationships with parents, which ensures effective sharing of information to help support children's learning. There is a lending book scheme and parents are given ideas on how they can support their children's learning at home. Feedback from parents is positive. They compliment the staff on their nurturing approach and are impressed by the progress their children make.

## Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and vetting procedures in place to ensure that staff are suitable to work with children. Child protection is a clear priority. Staff have a good understanding of the various types of child abuse. They can identify the possible signs and understand how to follow the safeguarding procedures in place. There are effective systems in place to work with other professionals to promote children's welfare. Daily checks of the environment are carried out to ensure children's safety on the premises. Staff work with children and their parents on issues such as car safety, road safety and keeping safe when on outings.

## What does the setting need to do to improve?

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

- support staff to plan effectively for whole-group sessions so that all children can fully take part and get the most from the experiences on offer
- monitor more rigorously the educational programmes to help identify areas for further development, particularly in providing increased opportunities for children to be physical and learn about the natural world.

## Setting details

<b>Unique reference number</b>	EY494187
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10285860
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Lissaman, Karen Tracey
<b>Registered person unique reference number</b>	RP515753
<b>Telephone number</b>	07599951652
<b>Date of previous inspection</b>	20 October 2017

## Information about this early years setting

Kids Rule Pre-School registered in 2013. It is open from Monday to Friday, term time only. Sessions are from 7.30am to 6pm. The pre-school employs five members of staff. Of these, one holds an early years qualification at level 5, three hold qualifications at level 3 and one holds a qualification at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the pre-school.
- The inspector and the manager had a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.

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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