

Inspection of Kymbrook Pre-school

Kimbolton Road, Keysoe, Bedford MK44 2HH

Inspection date: 11 September 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are comfortable and settled, thoroughly enjoying their time at this nurturing setting. They greet staff at the door, telling them their news before running in to explore the resources. Children demonstrate positive attitudes and respond to the high expectations of staff. For example, they ask to do further exercises, carefully copying the illustrated prompt cards. Children work cooperatively and enjoy the challenge of completing tasks together. For instance, they follow a simple recipe to make coloured dough, working out when to add more flour and describing the colour as they add different food colourings.

Children of all ages mirror staff's good example and are kind and caring. Older children attending the out-of-school club interact sensitively with the younger children. They enjoy reading to them and offer them lots of praise. Younger children respond to this, frequently copying the speech and very good behaviour of the older children. Children are gaining a good understanding of feelings. For example, they look at pictures and competently describe how the characters are feeling. Children develop their independence and physical skills. They concentrate as they hit the ball to each other when playing tennis, and challenge themselves as they place a plank across tyres and carefully balance as they walk along this.

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

- The manager and committee have addressed the actions set at the last inspection. They ensure that all committee members are aware of their role and that appropriate suitability checks are completed. The manager maintains a positive attitude to continuously improving the setting. All staff receive regular supervision that aids them in developing their practice. Staff report that they feel well supported.
- The manager and staff have a very good knowledge of each child. This is a key strength and contributes to the good progress all children make and to the effective use of any additional funding. Staff understand what each child needs to learn next and offer them interesting play opportunities. The manager accurately monitors children's progress, quickly noting any weaker areas in their learning and supporting staff to address these.
- Children develop good language and communication skills. Staff are diligent, listening carefully to children and encouraging them to build on what they are saying. For example, children use pipe cleaners to make a mosquito. They talk about the swelling caused by mosquito bites and the fact that sometimes mosquitos are so small that they cannot be seen. The sensitive staff interaction and individual support particularly aids children who speak English as an additional language and they make good progress.
- Children show their enjoyment of books. Staff read with enthusiasm and

animation, capturing children's attention. Children become engrossed as they are fully involved in discussing and remembering stories, often using props as they retell these.

- Staff encourage children to recall their knowledge. For example, when children play with a toy butterfly, staff encourage them to describe how a caterpillar makes a cocoon before emerging as a butterfly.
- Through discussions and practical activities, children gain a good awareness of differences. For example, they celebrate festivals that are special to them and bake using international recipes. They share their favourite songs and foods, helping them to understand that all are unique and have different views.
- Parents speak highly of the setting. They praise staff, stating that they really care about the children and make the setting 'a home-from-home'. Parents report that staff communicate very well and work in partnership with them, supporting parents to build on children's learning at home.
- Staff are clear about the intention of activities. They generally support children well, so that children's development is promoted and they enjoy their play. However, on occasion, staff do not fully encourage children to think critically and solve more complex problems as they arise during play.
- Some routines during periods of transition, such as at the beginning and end of sessions, are not always as well organised as possible. At this time, some children become restless and the noise level increases. This makes it difficult for children to listen and engage.

Safeguarding

The arrangements for safeguarding are effective.

The manager makes sure that staff have a good knowledge of the setting's safeguarding policy and their role in protecting children. This helps ensure that staff understand how to recognise possible concerns in a child's life and know how to report these to the correct professional without delay. Staff refresh their safeguarding training regularly and keep up to date with wider issues, such as female genital mutilation and the potential risks associated with use of the internet. They understand the procedure to follow should they have any concerns about the conduct of a colleague.

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 make increased use of opportunities to help children to think further and solve more complex problems as they encounter them
- review the organisation at times of transition, both during the out-of-school club and pre-school sessions, so that all children remain involved and continue to enjoy their time.

Setting details

Unique reference number	219217
Local authority	Bedford
Inspection number	10293654
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 11
Total number of places	22
Number of children on roll	44
Name of registered person	Kymbrook Pre-School
Registered person unique reference number	RP517118
Telephone number	01234 376100
Date of previous inspection	25 April 2023

Information about this early years setting

Kymbrook Pre-school registered in 1997. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including the manager, who has qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.50am until 3pm. There is a before- and after-school club, with sessions from 8am to 8.50am and from 3.20pm to 5.30pm. Additionally, the pre-school provides holiday care during some school holidays, with sessions from 8.30am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, who is also the nominated individual, joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed the out-of-school club and reviewed how staff support children in relaxing, having fun and further developing the skills that aid their learning.
- The inspector observed staff interaction with the pre-school children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff and committee members.
- The inspector held discussions with 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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