

# Inspection of Kinder Kapers Too

Kingsley Hall, Parsloes Avenue, Dagenham RM9 5NB

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Inspection date: 14 September 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

Staff help children to flourish at this pre-school. Children are independent learners, who carefully pick up and try to identify insects before placing them in a bug hotel. This demonstrates that children participate in experiences that develop their confidence.

The managers and staff plan and implement a learning programme that is ambitious for all children. Children make good progress from their starting points at the pre-school. Staff know children well and carry out their key-person role effectively. They take time to observe children and find out about their interests and stages of development. Staff consider this information when planning stimulating learning experiences.

The managers and staff support children to understand the behaviour expectations of the pre-school. Children socialise with each other and share resources. For instance, children happily push their friends around on tricycles. They wait their turn to fill watering cans in the outdoor area. When children need extra help to manage their behaviour, staff support them to manage their emotions. Children learn how to treat each other respectfully.

Staff support children's health and well-being. Staff work closely with parents to reach developmental milestones, such as toilet training. Regular nappy changing routines support children to remain comfortable during the day.

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

- The support for children with special educational needs and/or disabilities (SEND) is good and consistent. The coordinator works closely with staff to ensure that children with SEND receive one-to-one support and appropriate targets to close gaps in their learning.
- Children who are in receipt of early years pupil premium funding benefit from a wide range of additional experiences, which supports their learning and development well. For instance, a variety of good-quality books are available and climbing apparatus.
- Children benefit from plenty of fresh air and enjoy spending lots of time outdoors. Staff provide experiences for children to learn outdoors in meaningful ways. For instance, children enjoy digging in the sand pit, mark making with water and large brushes, sharing books, and playing with musical instruments.
- Staff have an in-depth knowledge of children's allergies and dietary requirements. Children enjoy nutritious fruit snacks at the pre-school. Staff work with parents to ensure that the packed lunches that children bring are healthy and meet their dietary needs. This supports children's health and well-being.

- Staff plan the curriculum around familiar routines. This helps children to familiarise themselves with what is happening during the day. At tidy-up time, young children put puzzles away in the right place and older children proudly wheel tricycles to the shed. Staff use visual aids and objects to help to support children's understanding of routines. Children take pride in their achievements.
- Children enjoy learning and talking to staff. This is particularly evident during free play. However, during mealtimes, staff do not actively support all children to further build on their language skills. For instance, children who are quiet receive less engagement from staff. This demonstrates that staff do not always challenge children to stretch their vocabulary.
- Staff make good use of small-group learning opportunities. They help children to calmly gather outside in the shade as they take part in a rhyming session. The children choose which object represents a rhyme and each child has the chance to have a turn. This demonstrates how staff promote children's early literacy skills.
- The managers build effective relationships with children and their parents. They create a sense of community and support families to use local initiatives and community spaces. This gives children a sense of belonging.
- Parents comment that their children are happy at the pre-school. Parents find staff approachable and professional. They receive information about their children's progress through regular meetings. Staff share ideas about how to further support their children's learning at home. This helps parents to support children's good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. Staff know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. They discuss safeguarding at every staff meeting. Staff carry out risk assessments to remove hazards, such as broken resources, to help to ensure children's safety. The recruitment and induction of staff is thorough, and individual suitability assessments are completed.

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

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

- review children's communication and language opportunities to enable the quieter children to further increase their vocabulary.

## Setting details

<b>Unique reference number</b>	EY540005
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10287576
<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>	136
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Kingsley Hall Church And Community Centre
<b>Registered person unique reference number</b>	RP540004
<b>Telephone number</b>	020 8592 1708
<b>Date of previous inspection</b>	2 April 2019

## Information about this early years setting

Kinder Kapers Too registered in 1993 and re-registered in 2016. The pre-school is located in Kingsley Church Hall and Community Centre in the London Borough of Barking and Dagenham. The provider receives funding to offer free early education for children age two, three and four years. The pre-school is open each weekday from 9am to 3.30pm, during term time. The provider also offers a breakfast club from 8am to 9am, and an after-school club from 3.30pm to 6pm during term time. The provider employs 15 staff members, of whom 12 hold appropriate qualifications in early years at level 2, 3 and 4.

## Information about this inspection

### Inspector

Anne-Marie Giffits

## 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 completed a learning walk together.
- The manager and the inspector carried out joint observations to assess the quality of the education provided.
- A meeting was held with the manager to discuss their leadership and management of the pre-school.
- The inspector spoke with staff at convenient times during the inspection.
- Parents spoke to the inspector about their children's experiences at the pre-school.

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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