

Inspection of Kingswood Pre-School

Clay Hill Road, Basildon, Essex SS16 5AD

Inspection date: 19 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children can access the outdoor space throughout the session, enabling them to choose where they wish to play and learn. They excitedly show visitors what they know and remember. Children eagerly approached the inspector to animatedly explain how they look after their teeth. They confidently demonstrated how to use the toothpaste and a toothbrush. Staff skilfully build on children's interests. They look through a book about dentists with children, name dentistry equipment, and children enthusiastically talk about their own experiences. This contributes to extending their vocabulary and communication skills. Children also have lots of fun when they take part in focused music and communication groups. These are planned to support all children, including those who speak English as an additional language, to become more confident communicators.

Children practise their early mark making and draw their own 'plans' in the construction area. They search for suitable bricks to bring their creations to life. This helps children express their creativity as well as beginning to recognise that marks have meaning. Outdoors, they develop their balance and coordination when they use equipment, such as the stilts. Children proudly say, 'I'm walking!' They know how to keep the environment safe and clear. Children independently fetch a broom to sweep up the sand. They quickly put toys and resources back where they belong when it is time to tidy up.

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

- The leadership team is keen for staff to develop professionally. Staff recently visited the local authority 'Best practice room'. This inspired staff to reflect on the environment and make beneficial changes. For example, staff have developed a cosy area for children who might need a quiet space.
- Children attend for shorter periods when they first start to allow them to get used to the setting and the staff. The majority of the children arrive happily and separate from their carer with ease. However, the key-person approach is not fully embedded. For example, children who are not yet settled, or unsure on arrival, do not always have that special person available to offer consistent support and reassurance.
- Staff have organised snack times to provide many learning opportunities. For instance, children start to recognise written words, such as 'open', to indicate snack is ready. They learn the names of different fruits and discover what they look like, both when they are whole and cut up. Children pour their own drinks and demonstrate their growing social skills when, for example, they politely ask their friends if they would like some milk.
- Children begin to understand what makes them unique. Parents share photos and provide information about their family celebrations. Children talk about the

different breads they see on a poster. They recognise the naan bread they make at home. This sparks an animated conversation about what is important to them. Staff make sure that all children feel included. For example, they notice if children are wandering, ask if they are all right and invite them to join in.

- There is strong support for children with special educational needs and/or disabilities (SEND). A dedicated SEND team observes children from the start, which enables staff to quickly identify concerns and introduce timely interventions. Staff use strategies such as signing and visuals to help all children, including children with SEND and those who speak English as an additional language, to understand the rules and routine.
- Parents provide information about what their children already know and can do when they first attend. The key person uses this information, and their own observations, to decide how to help all children make progress. However, staff are not fully involved in how additional funding is used to be able to assess the impact this has on individual children's learning and development effectively.
- The pre-school staff share relevant information with other settings the children attend to promote continuity. They build effective partnerships with teachers, from schools the children are due to attend, to smooth transitions.
- Parents and grandparents speak highly of the pre-school and the staff team. They say their children are more confident as a result of attending the pre-school. Parents of children with SEND appreciate the support they receive from staff and say that they 'can't thank them enough'.

Safeguarding

The arrangements for safeguarding are effective.

The owners and manager have created an open culture where safeguarding is a priority. This helps staff feel confident to identify and discuss their concerns. They are aware of potential risks and know the actions to take if they are worried about a child's well-being. The manager monitors registers and records to swiftly recognise patterns that may highlight a child's welfare is compromised. Checks are carried out to support safe recruitment and staff's ongoing suitability. Staff are vigilant and ensure that children are suitably supervised at all times to create a secure environment.

What does the setting need to do to improve?

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

- strengthen the role of the key person further so that it is consistently effective in promoting children's emotional development
- involve staff fully in the decision-making process for how additional funding is used so they can be better equipped to assess the impact it has on children's

learning.

Setting details

Unique reference number	EY297879
Local authority	Essex
Inspection number	10289605
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	58
Name of registered person	Lorraine Porter and Vanessa Matthews Partnership
Registered person unique reference number	RP908140
Telephone number	01268 533 478
Date of previous inspection	30 November 2017

Information about this early years setting

Kingswood Pre-School registered in 2004 and is one of four settings run by the same formal partnership. The pre-school employs nine members of childcare staff. Of these, four staff hold a qualification at level 3, and three staff hold a qualification at level 2. The pre-school opens from Monday to Friday, during term times only. Sessions are from 8.40am until 3pm on Monday, Tuesday, Wednesday and Thursday and from 8.40am to 11.40am on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Fiona Sapler

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, children, parents and grandparents at appropriate times during the inspection and took account of their views.
- The registered individuals and the manager talked to the inspector about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, including during a joint observation with the manager, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023