

Inspection of Kiln Hill Pre-School Ltd.

The Mitchell Memorial Hall, Kiln Hill, Tweedmouth, Berwick-upon-Tweed TD15 2EZ

Inspection date: 23 January 2024

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

A key strength of this welcoming and inviting setting is the relationships that children and families build with the nurturing and supportive staff team. Children settle quickly and build strong friendships with one another. For instance, on arrival, children's friends rush to greet them and wrap them up in a big hug. Staff value children's ideas and interests and follow children's lead in their play. The manager demonstrates an excellent understanding of how children learn. She works with staff to plan and design a programme of activities that help children develop the essential skills needed for future learning. This includes identifying support arrangements and resources for children in receipt of additional funding. Staff place a strong emphasis on promoting children's independence and social skills. Children show that they quickly develop an understanding of the setting's routine. For example, they find their name tag when they arrive and add their name to the self-registration board.

Interactions between staff and children are strong and, on occasion, are outstanding. Children consistently behave well. Staff support children to understand their emotions through discussions at story and circle time. They help children to recall times when they might have felt different emotions such as scared, calm or happy.

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

- The setting is a key part of the local community. Children benefit from visitors to the setting from local businesses and emergency response services, such as the police. Staff talk to children about communities, cultures and traditions that are different to their own. This helps to expand children's awareness and understanding of the world around them.
- Children laugh as they participate in physical play games such as moving their bodies to keep balloons floating in the air. They count how many times they can hit the balloon before it falls to the ground. Furthermore, staff encourage children to develop an understanding of volume and capacity during sand play games. Children make comparisons between the weight and size of their filled buckets. This helps to develop children's mathematical awareness.
- There are supervision arrangements in place for all staff, along with regular coaching, mentoring and role modelling. Staff comment that their well-being is given a high focus and that they feel supported and valued in their role. The manager has a good overview of the setting and can identify and address emerging weaknesses in practice. Staff demonstrate a good understanding of the safeguarding policies and procedures at the setting. They highlight useful training which has helped them to manage difficult conversations with sensitivity and understanding. Staff are alert to the possible indicators of abuse and

understand the whistleblowing procedures at the setting.

- Partnership working with parents is strong. Parents comment on the excellent care and support staff provide for their children and families. They are invited to stay and play sessions at the setting. Leaders send regular newsletters home. Parents are invited to take resources home to share with their children. Staff promote key messages for parents concerning healthy eating, good oral health and internet safety. Parents comment that staff are friendly and caring. They thank staff for supporting them sensitively through signposting to other agencies when their children require additional support.
- Staff place a strong focus on enhancing children's communication and language skills. They use focus story books to build on children's ability to join in with repeated rhymes and phrases. Children eagerly join in with reciting stories that are familiar to them. However, staff do not refine the sequence of children's learning to help consolidate their previous knowledge and skills.
- The special educational needs coordinator works closely with staff, parents and professionals to help provide a consistent approach to children's learning and development. This includes regular review meetings, assessments and strategies to help children prepare for what they need to learn next. Staff receive specific training from professionals regarding administering medication. This helps to meet children's individual needs.
- Children show that they understand the importance of good health and hygiene. They independently access tissues to blow their nose and wash their hands before mealtimes. Children offer to help one another turn on the tap and remind each other to make sure their hands are clean.
- Children engage well in activities on offer. However, at times, children are unable to join in readily with some routine tasks. For instance, there are some limitations to the space and resources available, such as accessing resources to extend their learning during free choice activities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- refine the sequence of children's learning to help to build on their previous knowledge and skills further
- ensure all children are able to join in readily with routine tasks to help to extend their learning, particularly during free choice activities.

Setting details

Unique reference number	EY359531
Local authority	Northumberland
Inspection number	10308226
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	26
Number of children on roll	26
Name of registered person	Kiln Hill Pre-School Limited
Registered person unique reference number	RP910249
Telephone number	01289330052
Date of previous inspection	29 March 2018

Information about this early years setting

Kiln Hill Pre-School Ltd registered in 2007. There are four members of staff, all of which hold relevant qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.00am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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.
- Children spoke 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 spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.

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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