

Inspection of King David Kindergarten

King David Foundation, 120 Childwall Road, LIVERPOOL L15 6WU

Inspection date: 16 May 2024

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 have a lovely experience at this kindergarten. Staff provide a calm and nurturing environment which helps children to feel safe, relaxed and included. A strong focus is placed on building trusting relationships and promoting children's emotional well-being. Children separate from parents with ease and quickly settle into play and learning with their friends. Staff have high expectations of children and support their understanding of the kindergarten ethos. Children learn to share, take turns and use their manners when interacting with others. They demonstrate kind and friendly behaviours and understand what is expected of them.

The curriculum for communication and language development is well implemented. Staff introduce a range of descriptive words to help children broaden their vocabulary bank. Older children learn to clap out syllables and develop their understanding of language further. Support for children who speak English as an additional language is particularly strong. Staff use flash cards, visual timetables and work very closely with language professionals to help children gain a good grasp of English. Some children who start the kindergarten knowing no English words are able to speak in sentences in a short space of time. Consequently, children are well prepared for the next stage of learning, particularly their move to school.

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

- The manager has a very good understanding of child development and the different things she wants children to learn. She plans a curriculum that is adaptable to support individual children's needs and interests. On the whole, staff implement the curriculum well and have a good understanding of the different ways that children learn. However, sometimes, group activities do not focus precisely enough on the curriculum intentions and what children need to learn next. Consequently, some children lose interest and become distracted from learning.
- The procedures in place for supporting children with special educational needs and/or disabilities (SEND) are strong. The special educational needs and disabilities coordinator (SENDCo) is knowledgeable and works closely with outside agencies to ensure that children receive the support they need. She implements targeted learning plans for those children who need them and makes timely referrals. This helps to ensure that children with SEND make good progress from their unique starting points.
- Children have a lovely attitude to learning. They learn to work as a team when taking part in dough making activities. Children demonstrate patience as they take turns to add ingredients. They skilfully use tools with precision and accuracy, showing good levels of concentration and perseverance. Children are

becoming motivated and eager learners.

- Literacy development is well promoted. Children have access to a lending library and benefit from staff reading to them throughout the day. Staff engage children in story time, encouraging them to interact and share their ideas about the book. When singing, staff point out rhyming words and encourage children to copy. This helps children to develop an interest in stories and language and, in turn, a love of books.
- Children have lots of opportunities to be active. They take part in a morning 'wake up' activity, following instructions to complete different exercises. Children use the outdoor equipment confidently. They demonstrate good upper-body strength as they skilfully use the monkey bars to perform different movements. Children balance and climb independently, clearly enjoying the outdoor area. This promotes children's physical development and overall good health and well-being.
- Parents are happy with the quality of care provided for children. They are involved in children's learning right from the start. Staff collect information about what children already know and can do which allows them to plan appropriately from the beginning. Parents value the online app and receive updates about children's progress and next steps. They take part in stay-and-play sessions and enjoy sharing information about children's experiences at home. This provides consistency and continuity in care and learning.
- The dedicated staff team works very well together. Staff are incredibly passionate about the kindergarten and have a genuine love of their roles. Staff feel supported by the manager and value the focus on well-being. They access some training and receive general feedback on their practice. However, this is not yet specific or frequent enough to help them deepen their knowledge and skills even further.

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:

- focus group activities more precisely on the curriculum intentions and what children need to learn next
- strengthen the procedures for monitoring professional development to help extend staff skills and knowledge even further.

Setting details

Unique reference number	EY450849
Local authority	Liverpool
Inspection number	10335521
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	80
Number of children on roll	61
Name of registered person	King David & Harold House Foundation
Registered person unique reference number	RP531819
Telephone number	0151 2351586
Date of previous inspection	19 June 2018

Information about this early years setting

King David Kindergarten registered in 2011 and then registered again in 2012 to reflect a change in the legal status of the charity. It is situated in Liverpool. The kindergarten follows the Jewish ethos and is open to everyone within the community. It is open from 8am to 6pm Monday to Thursday, and from 8am to 2pm Friday, during term time only. The kindergarten employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kayte Farrell

Inspection activities

- This was the first routine inspection the kindergarten 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 the evaluation of the kindergarten.
- 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 to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 SENDCo spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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