

Inspection of Kings Pre School Tots

Byfleet Cricket Pavillion, Parvis Road, Byfleet, Surrey KT14 7AB

Inspection date: 27 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

All children make good progress in their learning, including those who are funded and those with special educational needs and/or disabilities. Children have many opportunities to develop their physical skills. They make their way up the climbing frame and quickly slide down. They concentrate as they steady their fishing rods to catch the toy fish from the water tray.

Staff generally plan effectively to support children's learning and development as they play. Children have fun in the mud kitchen. They pour water to mix with the mud and carefully transport the mixture from one bowl to another. Children enjoy filling their buckets with sand, tapping the top and looking at the sandcastle they make.

Staff encourage children to problem solve while playing with the construction toys. The children work out that if they remove some of the stones from the trucks, the trucks will move as it will lighten the load. Staff enable children to make their own play dough. They create birthday cakes and add candles and feathers for decoration. They develop their imagination when making pretend ice creams to sell in the shop.

Staff ensure that children are protected and kept safe while at pre-school. Children wear sun cream and a hat when it is hot and sunny. They are regularly reminded by staff to have a drink of water to keep hydrated. Staff monitor the temperature outside and avoid using the garden when there are high ultraviolet levels. This keeps children safe during extreme temperatures.

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

- Leaders and managers support staff well. All staff have good opportunities to develop professionally. Staff complete regular training to improve their knowledge and skills. For example, following training on 'boys and mark making', staff adapted the opportunities to encourage boys to join in and develop their large arm muscles by using paintbrushes to make marks on their under the sea picture. Staff are recruited safely. All the relevant checks are completed at the point of employment to ensure that they are suitable to work with children. Staff feel supported by the management with their well-being and workload.
- The pre-school is a family-run setting, where children begin their learning journey. They arrive at 'Tots', where staff build trusting relationships with parents, carers and children. This enables children to develop their independence and confidence. Children are supported by staff to move onto the next place of learning when they are ready to do so.
- Staff identify what children can do before they arrive at the pre-school. They

complete regular observations, which inform them of children's interests and any gaps in their skills or knowledge. Staff use this information to plan and provide a varied early years curriculum.

- Staff focus on children gaining confidence in separating from their parents or carers and in their communication and language skills. However, on occasions, the planned activities do not focus well enough on what staff want children to learn, and there are fewer challenges provided for the most able children. Staff use themes throughout the year that help children to gain a good understanding of the world around them.
- All children arrive happy and eager to learn. They are well supported by staff, and there are good levels of engagement throughout the day. Children learn to be kind, share and take turns with their friends. They concentrate for long periods and staff help children to extend their play. Staff teach children how to manage their feelings. They use story books, such as 'The Colour Monster', to help children gain the vocabulary to talk about their different emotions.
- Staff encourage children to gain a love of books. They introduce a wide range of stories for them to enjoy in cosy spaces, such as 'The Snail and the Whale'. Children learn new vocabulary during their play. For example, they talk about the 'orca' whale and other sea life.
- The staff work closely with external professionals who are involved with children, to provide continuity of support for the family. Regular parent/carer meetings keep them informed of their child's progress. Parents and carers comment on how wonderful and nurturing the staff are and that they are grateful for all the support received. They confirm their child's growing confidence, independence and improved speech and language skills.

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:

- enhance the planning of activities to focus more on the key skills that staff want children to learn, and provide further challenge for the most able children.

Setting details

Unique reference number	2685621
Local authority	Surrey
Inspection number	10350750
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	1 to 3
Total number of places	30
Number of children on roll	28
Name of registered person	McGuirk, Kerry Jane
Registered person unique reference number	RP515332
Telephone number	01932 349491
Date of previous inspection	Not applicable

Information about this early years setting

Kings Pre School Tots registered in 2022 and is located in Byfleet, Surrey. It is open from Monday to Thursday, 8am to 5pm, although the core hours are from 9am to 3pm. There are seven staff, of whom four have a level 3 childcare qualification and one has a level 2 qualification. The pre-school accepts funding for children aged two, three and four years. All staff are trained in 'PEG feeding'.

Information about this inspection

Inspector

Maria Conroy

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 deputy manager, room leader and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views of the setting with the inspector.
- 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.

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