

Inspection of Royal Gate Kids Pre School

Royal Gate Pre School, 39 London Road, Barking, Essex IG11 8AL

Inspection date: 9 September 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

Children settle well and enjoy their time at this welcoming nursery. They enter the nursery with confidence and are evidently very happy and at ease. Children build good relationships with the staff. Staff are responsive to children's needs, and they offer cuddles and reassurance, which help children to feel safe and secure. Children of all ages enjoy actively exploring the different areas of the nursery and independently accessing activities. For example, children are fascinated by the real vegetables in the role-play area. During outside activities, older children show concentration as they fill bowls of water to 'wash the dishes' in the outdoor role-play area.

The manager and staff work closely together to create a well-thought-out and inclusive curriculum. Staff have the same ambition for all children and have established effective partnerships working with other professionals and agencies. This ensures that all children, including children with special educational needs and/or disabilities, get the support they need.

Children behave well. The routine is embedded well, and this means children understand what is happening throughout the day. For example, when they sing the tidy-up song, children stop what they are doing and help to tidy away. Staff support children's understanding of the world around them and help them to learn about their local community and how to be a part of this. For example, children recently participated in an art exhibition, which was displayed in the local library.

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

- The dedicated manager is reflective and evaluates practice well. She provides good levels of support to staff. The team has regular opportunities to meet with her to discuss its work, and she provides support where needed. The manager is keen to continually develop staff's skills and knowledge. She places an emphasis on creating a respectful working environment for all. Staff comment that they appreciate recent training on team-building and feel that this has strengthened communication within the group.
- The teaching of mathematics is a strength. Staff use every opportunity to incorporate numbers, counting and size into the curriculum. For example, when children explore different resources, such as straws and sticks, staff encourage them to identify which stick is 'longer'. Children take their time to measure and successfully pick the correct one. During snack time, staff and children carefully count as they pour their drinks.
- Staff support children to learn about healthy lifestyles. Children understand they need to clean their hands after being outside. Staff provide information and resources to promote oral health and healthy eating. For example, children of all

ages happily sing the 'toothbrushing' song and learn how to properly brush their teeth. Children have plenty of time outside, getting fresh air and exercise. This promotes children's good health and well-being.

- Staff have high expectations of children's behaviour. They offer praise and encouragement consistently, and this helps children's self-esteem and confidence. However, at times, some staff do not always explain to children why certain behaviours are expected, such as sharing or not running inside. This means some children do not always fully understand why these rules are important.
- Children are independent, and they enjoy doing things for themselves. For example, children learn to put their own coats on before going outside. They demonstrate their physical skills as they serve their lunch and clear their plates when they have finished eating. Children carefully go down the staircase to go outside, paying close attention to keeping themselves safe as they do.
- Children are motivated to learn and explore. They are good communicators, and they enjoy sharing their ideas. For example, during a group story time, children create their own version of events after listening to the story. Staff show enthusiasm and interest in what children have to say. However, some staff do not always extend children's language as much as possible. For example, when older children show an interest in activities, staff do not always use adventurous or descriptive language to extend children's communication and thinking skills.
- The manager and staff have created strong partnerships with parents. Parents comment on how successful the transition was for their older children when they moved on to school and how well prepared they were for this next step. Parents feel well informed and value the emotional support that staff offer to the whole family.

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:

- develop the ways in which children understand why rules are important and further develop their understanding of expectations
- continue to strengthen the consistency of staff's interactions to extend children's language, communication and thinking skills even further.

Setting details

Unique reference number	EY409822
Local authority	Barking and Dagenham
Inspection number	10351554
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	51
Number of children on roll	70
Name of registered person	Adeshie Gate Kids Limited
Registered person unique reference number	RP535207
Telephone number	07946236011
Date of previous inspection	24 September 2018

Information about this early years setting

Royal Gate Kids Pre School registered in 2010 and is based in Barking Methodist Church, in the London Borough of Barking and Dagenham. It opens all year round, from 8am to 6pm, Monday to Friday. The nursery provides funded childcare. It provides out-of-school care during term time, from 7.30am to 8.45am, and from 3.30pm to 6pm, Monday to Friday. There are 11 members of childcare staff employed at the nursery, all of whom hold early years qualifications.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The manager carried out a joint observation of a group activity with the inspector.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interactions between staff and children and spoke with children when appropriate.
- During the inspection, the inspector held a meeting with the manager and sampled some documentation.
- The inspector considered the views of staff and parents during the inspection.

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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