

Kilnsea Pre-School

Maiden Place Community Centre, Lower Earley, Reading, Berkshire RG6 3HE



Inspection date	19 November 2018
Previous inspection date	16 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Leaders work together efficiently to run the pre-school provision and are committed to providing children with good-quality learning experiences. They reflect on their practice to help them continually improve the service they provide to families.
- Staff are kind and sensitive, and attend to children's individual needs well. They support children to settle well and help them to acquire positive social skills, including those children who have special educational needs (SEND) and/or disabilities.
- Staff provide a welcoming environment for children, with a wide range of resources they can access independently. For example, children are eager to explore a stimulating range of sensory resources that helps develop their curiosity and imaginative skills well. Children make good progress from their starting points.
- Since the last inspection, leaders and staff have successfully implemented effective changes. In particular, key persons communicate effectively with parents to find out about children's capabilities when they first start and regularly encourage parents to support their children's learning at home.
- Leaders and staff have a secure understanding of safeguarding and how to recognise and respond to any concerns about children's welfare.

It is not yet outstanding because:

- Although the staff carry out the required progress checks on children aged two, these do not clearly communicate the child's strengths and the areas where they may not be developing as expected.
- The monitoring of staff performance is not yet thorough enough to raise the good quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- improve the clarity of some assessment records, such as the details within the progress check on children aged two, so that children's strengths and areas where they may not be developing as expected are more precisely highlighted
- enhance staff monitoring processes to more comprehensively evaluate the quality of practice and target areas for further improvement, in order to raise teaching standards to an even higher level.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff supervise children closely and ensure that the environment is safe. Leaders and staff are vigilant about any changes in children's circumstances and have a secure knowledge of the signs that might identify a safeguarding concern. They are clear about local safeguarding procedures. Leaders use secure recruitment processes to help ensure staff are safe to work with children. Leaders complete regular supervision meetings to give staff the opportunity to discuss and reflect on their current roles and responsibilities. Staff eagerly continue to develop their knowledge and skills and complete core training. Staff work effectively in partnership with providers and outside professionals to help ensure good continuity of care and experiences for children. Leaders and staff monitor individual and groups of children's progress well to help ensure staff act quickly on any learning gaps.

Quality of teaching, learning and assessment is good

Staff get to know children well and use their observations and assessments effectively to plan their ongoing learning. Staff interact positively with children and promote their communication and language skills well. For example, staff teach younger children new words, such as 'bubbles', 'full' and 'empty', as they eagerly explore quantities in soapy water. Children explore their surroundings, using their imaginations as they play. For instance, they show great interest in a tray of pretend snow, enjoying the sensation of the snow moving through their hands and ploughing through it with small vehicles to find snow animals. Staff regularly praise children's efforts and support their self-esteem. This helps them to develop the confidence to explore activities with enjoyment.

Personal development, behaviour and welfare are good

Staff provide an inclusive play environment. They speak to children in a calm manner and support their emotional skills. Staff follow children's individual interests to keep them engaged and they reinforce clear boundaries and expectations to support children's social skills effectively. Staff support all children to respect people who are different from themselves and to be kind to others. Children develop their independence skills. For example, they make choices about where to play and find their own coats before going outside. Children become secure in the routines of the day and develop a sense of belonging. They learn about different festivals and people who help us, such as through visits from the local police. Children benefit from regular fresh air and exercise, to extend their physical skills. Staff take children on walks to support their understanding of the local community.

Outcomes for children are good

Children gain the skills they need for future learning and their eventual move on to school, such as counting with confidence and developing pencil control. Older children concentrate and focus on activities for significant periods of time, and eagerly show curiosity and problem-solving skills. Younger children enjoy experimenting with creative resources with increasing skill and imagination. Younger children begin to use tools well and build good small-muscle skills.

Setting details

Unique reference number	148661
Local authority	Wokingham
Inspection number	10080276
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	33
Number of children on roll	40
Name of registered person	Kilnsea Pre-School Committee
Registered person unique reference number	RP903969
Date of previous inspection	16 January 2018
Telephone number	07754847967

Kilnsea Pre-School registered in 1992. The pre-school opens on Mondays, Tuesdays and Thursdays between 9.30am and 3pm, and on Wednesdays and Fridays between 9.30am and 12.30pm, during term time. The pre-school receives funding for free early education for two-, three- and four-year-old children. There are eight members of staff who work with the children, six of whom have early years qualifications at level 3.

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