

# Kingston Pre-School

Kingston Village Hall, The Street, Kingston, Lewes, East Sussex, BN7 3NT



## Inspection date

12 June 2015

Previous inspection date

16 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff use the local environment and community effectively to extend children's social skills and develop their interest in the lives of people in the community.
- Staff are dedicated to developing their professional skills. As a result, children have positive learning outcomes because staff use their new learning to update the planning and introduce exciting new experiences that motivate children to learn.
- Staff develop good relationships with other settings children attend and professionals involved in their learning and development. They work together to share what they know about the children so they support their learning consistently.
- The staff encourage all children to develop future life skills. Consequently, children develop good social and independence skills, which prepare them well for school.
- The staff have good relationships with the children. They meet their individual needs well and support children's well-being effectively.
- Staff have good partnerships with parents. They talk with them regularly to ensure that they feel included and well informed about their children's learning and development.
- The leadership and management team has a good knowledge of safeguarding and child protection procedures. They ensure staff are extremely knowledgeable and understand how to protect children's welfare. Consequently, they help to keep children safe.

### It is not yet outstanding because:

- Staff do not always give children an active role in the preparation of activities. For example, children do not have the opportunity to help prepare for their snack.

## What the setting needs to do to improve further

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

- give children a more active role in the preparation of activities to enhance their learning experiences.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector viewed the areas of the pre-school that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, and policies and procedures.
- The inspector spoke to children and staff, gathered parents' views and considered these.

### Inspector

Kelly Hawkins

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good variety of motivating activities to engage and stimulate children's learning. Children confidently choose activities from the well-organised environment. Staff join in their play to extend children's learning well. During children's role play activities, for example, they act out their first-hand experiences and staff join in making links to the real world and extending their ideas. Staff use a variety of techniques to develop children's speaking and listening skills. For example, staff use thought-provoking questions to encourage and challenge children's thinking and to help them solve problems. Staff actively involve parents in their children's learning. For example, they encourage them to contribute to their children's learning journeys and to extend learning at home. Parents speak positively of the daily updates that staff provide and how they offer consistent care. Overall, children make good progress in their learning and development.

### **The contribution of the early years provision to the well-being of children is good**

Staff build good relationships with children because they recognise and respond to children's needs. Consequently, children arrive happy and settle quickly to activities. Staff help children to develop good physical skills and they plan activities that contribute to a healthy lifestyle. For example, children negotiate space, develop their coordination and confidently climb and balance. Children learn to have a sense of empathy towards others and kindly offer their compliments and words of encouragement. Staff talk to children about the importance of caring for others. For example, children recently participated in a fundraising toddle to raise money for others less fortunate than themselves. Children are developing independence and skills they will need for their move to school.

### **The effectiveness of the leadership and management of the early years provision is good**

Management effectively monitors and reviews the provision on a regular basis. They ensure that staff complete assessments so the pre-school is safe and secure. Management makes positive changes to improve the learning environment and the quality of teaching for children. Parents play an active part in the committee and management gathers the views of parents and staff on a regular basis. Management completes audits. With input from parents and staff they have made the garden more easily accessible for all children to promote their healthy lifestyles. Management follows robust procedures to ensure the suitability of staff. They support staff's professional development well. Management observes teaching practice and encourages attendance at training to enhance staff's skills. This has a positive impact on the learning outcomes for all children, who are motivated by the new ideas implemented. Management accurately monitors children's progress to ensure any gaps in their development are closing and their learning is progressive.

## Setting details

<b>Unique reference number</b>	109451
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	845959
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Kingston Pre-School Committee
<b>Date of previous inspection</b>	16 November 2010
<b>Telephone number</b>	01273 486060

Kingston Pre-School registered in 1992. It is run by a committee and is a registered charity. It operates from the village of Kingston, in East Sussex. Core hours are from 9am to 12 noon, term time only, and to 1pm each day for a lunch club. Wednesday sessions are for the rising fives. The provision employs four members of staff. The manager and staff hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four.

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