

# Kilnsea Pre-School

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



<b>Inspection date</b>	16 January 2018
Previous inspection date	5 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- The role of the key person is not fully embedded. Staff do not share enough information with parents to fully support children's individual learning needs and home backgrounds. Not all children are reaching the best possible outcomes.
- Staff do not provide effective opportunities for children to compare and value each other's differences and similarities.
- Self-evaluation is not fully robust. The manager and staff do not use self-evaluation effectively to identify and plan precise targets for future improvement.

### **It has the following strengths**

- The manager and staff work in close partnership with other professionals, such as early years advisory teachers. They have made many improvements since their last inspection. For example, the manager and staff have all completed refresher training in safeguarding and attend regular meetings to keep their knowledge up to date.
- Staff successfully develop children's physical health. For example, they offer healthy nutritional snacks and daily opportunities to be physically active.
- Children have access to a variety of resources and learning activities, and settle in well on arrival.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- improve the role of the key person to fully support children's individual learning needs and outcomes, including having knowledge about their home backgrounds. 07/02/2018

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

- make better use of opportunities to help children to compare and celebrate each other's differences and similarities
- develop the self-evaluation process further to help identify precise areas of weakness and set targets for future improvements.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

### Inspector

Helen Harnew

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager and staff have made considerable improvements since their previous inspection. However, they have not identified the weaknesses in the role of the key person to support children's individual learning needs fully. The manager and staff do not use self-evaluation effectively to help them to plan future improvements. However, they do seek guidance and support from other professionals to help to improve the provision and staff teaching skills. Safeguarding is effective. Since the last inspection, the manager has prioritised safeguarding and taken appropriate action to help to ensure that children are safe. The manager and staff have a clear understanding of what to do if they have a concern about a child's welfare.

### **Quality of teaching, learning and assessment requires improvement**

The manager and the newly recruited Qualified Teacher have made improvements towards the monitoring of children's progress, including different groups of children. Staff continue to improve the support they provide for children who speak English as an additional language. Staff suitably support children's mathematical development. For example, they encourage children to compare sizes of objects and sort them into groups. Children count objects and they recognise numbers in their play. However, changes to teaching practices are not fully embedded to ensure each child makes good progress in their learning.

### **Personal development, behaviour and welfare require improvement**

The role of the key person is not fully effective. Staff do not gather and use information from parents effectively to help support children's individual learning needs and cultural backgrounds effectively. They do not routinely encourage children to gain an understanding of each other's similarities and differences. Staff provide clear guidance and explanations to help children manage their own behaviour. For example, staff encourage sharing and taking turns, and talk to children about their actions. Staff help children learn how to stay safe. For instance, children remember why it is not safe to run inside the hall. Children enjoy healthy snacks and talk about different fruits they like to eat. Staff encourage children to exercise regularly. For instance, children move their bodies and follow actions to music.

### **Outcomes for children require improvement**

Some children do not sustain attention in planned activities and the key person does not effectively adapt these to match their individual learning needs. Therefore, not all children achieve their full potential and next stages in development. Children begin to practise their early literacy skills. For example, they sound out the initial letters in their names. They begin to draw pictures and letters with chalks on the pavement outside. Children develop a clear understanding of how to prevent the spread of infection. For example, children access the tissues to blow their nose and put them straight into the bin once used.

## Setting details

<b>Unique reference number</b>	148661
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1116345
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Kilnsea Pre-School Committee
<b>Registered person unique reference number</b>	RP903969
<b>Date of previous inspection</b>	5 October 2017
<b>Telephone number</b>	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. There are eight members of staff who work with the children, five of whom have early years qualifications to level 3 and one has qualified teacher status.

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