

# Kiddiwinks Pre-school

Gillingham Methodist Church, 100 Third Avenue, Gillingham, Kent, ME7 2LU



## Inspection date

2 May 2018

Previous inspection date

28 September 2015

<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
Effectiveness of the 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

### This provision is good

- All staff establish good partnerships with other early years professionals. For example, they regularly share children's achievements with settings that they also attend. This helps provide children with a good consistent approach to their shared care and learning.
- Staff establish positive relationships with children and get to know their individual personalities well. This helps children develop positive well-being and self-esteem.
- Staff help prepare children for their eventual move to school. For example, they introduce routines that they will experience at school, such as register and circle times.
- Children have opportunities to develop good early reading skills to support their future learning. For instance, older children confidently recognise letters and simple words. Younger children enjoy and explore a good range of books.
- Staff support children to develop good communication skills. For example, they ask them good challenging questions and give them time to think and then respond.
- Staff keep parents fully informed and involved in their children's learning. For instance, they hold regular workshops to share helpful advice, such as dental hygiene ideas.

### It is not yet outstanding because:

- Staff do not consistently encourage children to fully understand the consequences of their actions to build on their life skills and positive attributes even further.
- Staff miss some opportunities to encourage children to freely express their creativity ideas more extensively.

## What the setting needs to do to improve further

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

- build on children's opportunities to think about the consequences of their actions on others and gain even more skills to support their future learning
- extend children's opportunities to freely express themselves and develop their creative skills even further.

### Inspection activities

- The inspector observed staff interacting with the children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager closely monitors the consistency of the quality of care and teaching that staff provide children. For example, she regularly observes staff interactions with children and provides them with helpful advice to support their future performance. All staff are keen to build on their skills and knowledge further. They attend a wide range of training. For instance, they learned about different ways to support children to think about ways to independently solve tasks. Staff use additional funding effectively to support children's individual learning needs. For instance, they purchase additional resources to support children's confidence even further. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. This includes ensuring the setting is safe and thoroughly monitoring and risk assessing any accidents.

### Quality of teaching, learning and assessment is good

The manager and staff effectively reflect upon their practice. For example, they have daily discussions to evaluate how well the activities interested children to learn. They use the feedback to support their future activity plans. This helps keep children engaged in their learning. The manager and staff closely monitor the progress of individual children and specific groups of children, including those who have special educational needs (SEN) and/or disabilities. This enables staff to promptly highlight any gaps in their development. Staff provide children with good support to help them quickly catch up in their learning. Staff extend children's interests well. For instance, children who enjoy a story about a pirate, go on to make treasure maps and pirate swords to bring their imaginative ideas alive.

### Personal development, behaviour and welfare are good

Children are polite and they are happy to play together and work as a team. For example, they negotiate how to make a giant home for a spider by throwing a ball of wool to each other to 'weave' the web. Children develop a good understanding of the importance of healthy eating and enjoy trying interesting food, such as rhubarb. Children challenge their physical skills. For instance, they negotiate obstacles with confidence, such as balancing on beams. Children have good opportunities to learn about the wider world around them. For example, they learn about festivals traditional to other cultures.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress in relation to their individual starting points. Children develop good mathematical skills to support their future learning. For example, younger children count as they play and older children complete simple sums with confidence. Children are independent and are confident to choose their own play.

## Setting details

<b>Unique reference number</b>	103817
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1126465
<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 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Kiddiwinks Pre-School Committee
<b>Registered person unique reference number</b>	RP518191
<b>Date of previous inspection</b>	28 September 2015
<b>Telephone number</b>	01634 581304

Kiddiwinks Pre-school registered in 1979. It operates from Gillingham Methodist Church hall in Gillingham, Kent. The pre-school is open Monday to Friday from 8.15am to 2.45pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 11 members of staff, nine of whom hold a relevant early years qualification at level 3 and above. This includes one member of staff who has early years professional status.

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