

Kingfisher Pre-School

Inspection report for early years provision

Unique Reference Number	113565
Inspection date	28 March 2008
Inspector	Fler Wright
Setting Address	Church Centre, Queen Street, Worthing, West Sussex, BN14 7BJ
Telephone number	07504170949
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Registered person	Kingfisher Pre-School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kingfisher Pre-School opened in 1967 and is a committee run group. It operates from Queen's Street Church in Worthing, West Sussex. There is a secure outdoor play area available. A maximum of 26 children may attend the pre-school at any one time. Sessions currently run from 09:30 to 12:00 Monday, Tuesday, Thursday and Friday, term time only. From Easter 2008 session times will change to 09:15 to 11:45 or 09:15 to 14:15.

There are currently 31 children aged from two to under five years on roll. Of these, 19 children receive funding for early education. The pre-school currently supports children with learning difficulties and/or disabilities and children with English as an additional language.

The pre-school employs eight members of staff, four of whom hold appropriate early years qualifications. Four members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are independent and visit the toilet on their own. They know they need to wash their hands at appropriate times during the day, and this helps to promote good hygiene practice. However, the liquid soap is not always available increasing the risk of cross contamination as children share the bar soap placed on the sink. The likelihood of cross infection is further increased as there is a bowl of water available next to the creative area for children to use to rinse their hands. However, many children do not use this facility and prefer instead to use the running water in the toilets. Staff try to promote effective hygiene procedures during nappy changes although practice is not always consistent. Not all staff use gloves, and fresh pairs are not always easily accessible. The setting runs from a church hall, and the main play space is a clean, warm and welcoming environment for children. They eagerly help to keep areas clean using dustpans and brushes during their play. However, although staff do try to clean the toilet areas themselves, they also rely on contract cleaners for this task. Other hall users also store some equipment in this area, meaning they are not always an inviting environment for children.

All staff have attended training in first aid helping to ensure children are well protected in the event of a medical emergency. They each wear bum bags containing gloves that they use when required, and a key to open the outside gate in an emergency situation. Visits from the dentist help children to learn about the importance of keeping their teeth healthy.

There is a very good range of healthy snacks on offer each day at snack time, and the rolling snack system in operation works very well. Children are able to decide for themselves when they are hungry or thirsty and automatically wash their hands before approaching the snack area. The nutritious foods available help children to learn about the benefits of healthy eating.

Children move confidently and in a variety of ways. They are competent when using sit and ride toys and show co-ordination when jumping and using the balancing beams. Children's fine motor skills are developing well, and they are confident when selecting and using small equipment such as pencils, scissors and glue sticks. Children are able to go outside as they please during the dedicated time each session, helping to ensure they get regular fresh air. The indoor play space is also set up with equipment to promote co-ordination and physical development, meaning children that do not want to go outside are still able to develop their skills in this area.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happily and settle well as their parents are allowed to come into the play space helping them to relax in their surroundings. The play space is set up with a variety of activities for children to participate in and these workshop areas help to ensure that children are offered a balanced curriculum on a daily basis. Many child size tables and chairs help to create a warm and welcoming environment. Children are able to access the equipment on offer themselves, helping to encourage their independence and freedom of choice. The free flow play structure also helps to ensure that children are able to instigate much of their own play and learning.

Staff are aware of potential hazards and the pre-school is a safe environment for children to be. Fire drills are carried out on a regular basis helping to ensure both staff and children know

what to do in the event of an emergency. Staff deployment is generally effective although on occasion, staff are involved in assisting children with using the toilet, or general tasks in the play space, limiting their effectiveness. Visitors sign in and out as they enter and leave the building helping to safeguard children. However, staff do not always record on the register if a child comes in late, and their own hours of attendance are not recorded, meaning it is not always clear who is on the premises at any given time, slightly compromising children's safety.

Staff know about the signs and symptoms of abuse and the action to take should they ever have any cause for concern. They record all significant occurrences or existing injuries in the incident book helping to ensure children are well protected and records are complete in the event of a referral being made.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, relaxed and confident. They enjoy and learn from a range of activities and experiences that help to encourage their learning and development. The play space is well set up into separate workshop areas that help to ensure children have access to a varied range of opportunities every day. Areas include maths, creative, graphics, physical and a place children can sit down and read stories. Children instigate their own play in these areas using the equipment put out, and staff sit with children and play games or talk to them about what they are doing, helping to encourage learning.

The Early Years Foundation Stage is being implemented and planned activities help to incorporate this into children's every day play. However, the observations staff make of children are not always used to plan the next steps in their learning meaning some of the activities are too difficult for the younger children to complete without a good deal of adult support. The same activity is also out for a whole week, although staff do adapt it slightly to help keep children interested. The impact this has on the way children are able to enjoy and achieve at the setting is minimal, as they are not forced to participate in the planned activities and they are able to choose what they would like to do in the areas, and move freely between the entire play space as they please.

Children have access to good quality, stimulating toys that provide balance and challenge. They are organised to encourage children to take the initiative and develop increasing confidence and independence as they are easily accessible at all times. Staff plan the primary resources they want to put out in the areas although the observations they make of children are not always used to help them decide what to get out and how to progress learning by adapting them throughout the week.

Children are independent and are used to the routines in place. They spend time concentrating on self chosen activities, such as playing with the musical instruments or making glittery pictures, showing that they enjoy their play.

Staff know each child well, and are enthusiastic in their interaction with them. They spend time playing with children, helping them to develop new skills and make progress in their learning. They increase children's self-esteem through the use of regular positive interaction, and use effective questioning in order to further promote children's learning and development.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sound progress towards the early learning goals as the activities and experiences on offer cover the areas of learning on a daily basis. The person in charge of the Foundation Stage is a qualified teacher, and other staff working with the children have attended courses in this topic, resulting in a secure knowledge of the framework. However, the planning, observation and assessment processes in place are currently being updated. The planned activities are run for a week at a time and are not always suitable for all age groups and abilities. Detailed observations are carried out meaning the staff know the children well but they are not always used to inform the planning and many staff use their own initiative to adapt activities and resources to help children get the most from the experiences on offer. Evaluations are carried out but they do not relate to each child and how to move them forward, limiting their effectiveness. Some assessment records contain gaps in areas of learning, despite all areas being covered on a daily basis. This shows that they do not reflect fully what children can do, and the planning does not include the wealth of learning opportunities that are on offer during each session. Staff do have the desire to improve the planning and would like to implement a variety of different methods, in order to help encourage children to further enjoy and achieve at the setting.

Children are developing effective relationships and get on well with peers and staff, who listen with interest to their thoughts and stories and ask open-ended questions to help extend learning. Children's independence is encouraged as they are able to choose what they would like to do and where they would like to go within the play space. Children help clear up after activities and are encouraged to work together. Most children are able to take turns and show regard for each other. Children show an interest in books, have their favourites, and enjoy stories throughout the day. Their writing skills are progressing well. Group times are used effectively. Children learn important concentration, listening and social skills, and are encouraged to bring in items from home to show and discuss with their peers, helping them to develop their confidence and build links between the pre-school and their home life.

Many children are confident as they count, and the equipment available helps to ensure their mathematical development is encouraged daily. Children have access to a computer in their play space that comes out once a week, and use the programmes with confidence and show good mouse control. Children have many opportunities to express themselves creatively as various media, such as pens, chalks, fabrics, junk modelling and some natural objects, such as leaves, are freely available in the creative area on a daily basis. Children make effective use of the role-play area that is set up as a variety of different places over time such as a shop or home corner. They enjoy regular music and movement sessions. Overall, children are motivated, keen to learn and are enthusiastic in their play.

Helping children make a positive contribution

The provision is satisfactory.

Spiritual, moral, social and cultural development is fostered. Children are treated with respect and are made to feel good about themselves. Staff encourage all children to participate in the activities provided which ensures they have an equal opportunity to maximise their enjoyment and potential. Each child has their own named peg and name label helping them to develop an important sense of belonging at the setting. There is a range of resources and activities available to promote different cultures, and some that help to develop children's understanding of anti-discriminatory practice. There are children on role with English as an additional language and staff are beginning to put appropriate support networks in place to ensure their needs are met.

The designated special educational needs co-ordinator has an understanding of her role and responsibilities and works closely with parents and outside agencies to ensure children's individual needs are met. She is attending training in the near future helping to further benefit the children attending the setting.

Children are generally well behaved and benefit from regular praise and encouragement from staff to help build their confidence and self-esteem. Most staff offer explanations to children as to why their behaviour may be unacceptable, although strategies are not always consistent in this area, slightly hindering the ways in which children are able to learn the differences between right and wrong. Staff reinforce the pre-school rules regularly and they are clearly displayed in the book area helping to encourage good behaviour.

Partnership with parents is satisfactory. The parents of children receiving the nursery education grant receive limited information about the Foundation Stage and the frameworks in use, as the prospectus is out of date. This limits the ways they are able to learn about the curriculums on offer and the way their children learn. Parents are happy with the care provided and particularly like the relationships their children have with their keyworkers and how their children are able to learn through their play. Regular newsletters and key worker meetings help to ensure parents know what their children have been doing, although the lack of summary in children's assessment records means it is difficult for parents to see exactly how their children are progressing. The majority of the required permissions are in place helping to ensure children are cared for according to parental wishes, although no permission has been sought from parents to allow the staff to act in the children's best interests in the event of a medical emergency.

Organisation

The organisation is satisfactory.

There is a basic range of policies and procedures in place that help to ensure the safe and effective management of the setting in order to promote children's welfare. However, few of these have been recently updated meaning they do not reflect current guidance or practice at the setting, and old staff are listed. Staff are currently in the process of updating them. The registers are completed at the beginning and end of every session, although staff do not always record children's hours of attendance if they arrive late. Staff hours are also not recorded and this is a breach of regulation.

Children benefit from an organised environment where they receive generally effective adult support to help them feel secure and confident. Snack times are well organised, and make the best use of the space and time available. Staff are generally well deployed which helps to ensure children are kept safe and free from harm.

Leadership and management is satisfactory. The supervisor in place has been in post for a year and is implementing a variety of new teaching and learning methods at the pre-school. Staff have an appropriate knowledge and understanding of their roles and responsibilities. They are dedicated, and show a genuine care for the children in attendance. They work well as a team and daily informal chats and weekly staff meetings help to ensure consistency of care. The manager is currently in the process of updating the curriculum planning, and does most of it herself. The observation and assessment systems are not always effective as not all observations are used to inform the planning and children's profiles contain some gaps. However, staff are keen to improve the quality of care and education on offer and are receptive to new ways of

working to ensure the best for the children in attendance. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the pre-school was asked to organise space and resources more creatively and review and revise policies, procedures and information for parents.

The play space is now inviting for children as it is split into workshop areas that cover all of the areas of learning on a daily basis. Resources are easily accessible to children at all times helping to encourage independence and freedom of choice. The policies and procedures have twice been reviewed since the last inspection, although many still contain out of date information and so do not reflect the practice at the setting. Information for parents has also been reviewed although it is still very basic and also requires updating in order to contain information about the frameworks in place and up to date policies and procedures. Recommendations have been set at this inspection to ensure that the information is updated accordingly in order to help to promote the safety and welfare of the children in attendance and keep parents abreast of the changes at the setting and how it runs.

At the last nursery education inspection the pre-school was asked to: develop opportunities to encourage children's understanding of mathematical concepts, information technology and how things work; provide opportunities for children to freely select resources and develop imagination and free expression; provide a warm and welcoming book area to encourage children to select, look at and use story and resource books and to develop procedures to improve the planning and organisation of inside and outside activities during colder weather.

Since the last inspection the supervisor has changed, and has little knowledge of the steps taken at the time to improve the quality of the nursery education on offer. However, the environment is now set up effectively into workshop areas that cover each of the areas of learning on a daily basis. This ensures children make effective progress towards each of the early learning goals. Play is child initiated helping to ensure that children are encouraged to use their imaginations and are able to express themselves appropriately. There is an inviting book area that is used regularly and children take an interest in the written word. The outdoor area is included in the planning and physical equipment is put out in the indoor play space everyday helping children to develop their skills in this area. The supervisor has further plans for the outdoor environment to make it a more stimulating area for children to develop and learn in all weathers. Overall, the setting has made numerous improvements in the education programme since the last inspection although some further improvements are required in order to ensure all children make good, steady progress towards the early learning goals.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure consistency with hygiene procedures with regards to handwashing routines and nappy changes in order to decrease the risk of cross contamination
- ensure the register consistently shows staff and children's hours of attendance
- update policies, procedures and parental permissions in line with current guidance and legislation, and update the prospectus to ensure it reflects current practice

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to improve the planning, observation and assessment processes in order to ensure children are able to consistently thrive in all areas of learning during sessions and their progress is reflected in their profiles so it is clear how they are developing at any given time
- supply parents with information about the curriculums on offer

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk