

# Kingfisher Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	145854
<b>Inspection date</b>	04 October 2007
<b>Inspector</b>	Paul Martin Kitchen
<b>Setting Address</b>	Mobile Classroom, Bitham Brook School, Arundell Close, Westbury, Wiltshire, BA13 3UA
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<b>Registered person</b>	The Trustees of Kingfisher Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kingfisher Pre-School opened in 1994 and operates from a mobile classroom in the grounds of Bitham Brook Primary School, Westbury, Wiltshire. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 term time only. In addition it is open Thursday afternoons from 12.30 to 15.00. All children share access to an outside play area.

There are currently 30 children on roll. Of these, 20 receive funding for early education. At present no children attend that have a learning disability and/or difficulties or whom English is an additional language.

The pre-school employs four full and part-time staff. Of these, three hold appropriate early years qualifications. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local Early Years Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children benefit from staff's effective knowledge and understanding about how to keep them healthy. Play rooms are kept clean and hygienic and food preparation surfaces cleansed before use. Good hand washing facilities and drying facilities are in place, such as anti-bacterial soap and paper towels. Staff supervise children washing their hands before eating and after using the toilet. This action helps to prevent the spread of infections. All staff are trained in first aid. The first aid kit, however, contains items that are out of date. In the event of an accident use of this equipment would compromise children's health. The written parental consent for emergency medical advice or treatment is worded incorrectly. Should an emergency occur, the existing written consent would not appropriately inform parents.

Children enjoy a healthy snack each session of fresh and dried fruit. They choose from water or milk which helps them stay healthy and hydrated. Children learn about the benefits of healthy eating, for example the building of strong muscles and the giving of energy. Staff take note of the record of children's special diets and allergies, as provided by parents on the child record form, when preparing snack foods. Children sit together during meal times, which are social occasions when they can chat to their friends. Throughout the session they have easy access to fresh drinking water from a jug and cups, near their play area.

Children access equipment frequently to enable them to develop their climbing and balancing skills. They also enjoy well presented movement to music sessions which helps to develop their coordination. They develop a good awareness of space as they jump and move about to the music. Children demonstrate an awareness of their own bodily needs as they attend the toilet independently and cleanse their nose by the use of a tissue. They use one handed tools confidently when playing in the sand or with play dough.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a welcoming, bright and secure environment. They have sufficient space to move around freely and safely, play active games and rest quietly when they are tired. Children enjoy a good range of toys and equipment that are situated at their height for easy access. All are well maintained and checked for safety and hygiene.

Children are kept safe in the setting as the main door is locked and access is securely monitored. A clear record is kept of the times of the attendance of children and adults which, for example, would be needed in the event of an emergency. There are good fire safety measures in place to protect children in the event of a fire, such as regular fire escape practise and fire doors that are kept clear.

Children's safety is supported by staff's effective knowledge and understanding of safeguarding procedures. All staff have recently undertaken training in this area and would be able to protect children should they have concerns, by reporting to an investigating agency.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children's independence is well promoted through a variety of opportunities. They are fully involved in a wide range of enjoyable activities. Children develop their mathematical thinking, imagination, language and creativity, for example messy play, role play, construction, singing, dance, arts and crafts. They are happy at pre-school and are keen to communicate to staff, enthusiastically showing them their art work and talking to them about their experiences. Children benefit from warm relationships with staff who are interested in them and give praise and encouragement. Children play well together; they learn to share and have respect for each others' feelings.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have attended training on the Foundation Stage and competently put this into practice. Staff provide a wide range of activities and experiences which covers all areas of children's learning. Children are making steady progress through the stepping stones towards the early learning goals. This is due to staff's effective understanding of the Foundation Stage. Planning is flexible, clear and covers all areas of the curriculum. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Suitable assessment records for each child clearly show children's approach to learning and their achievements. However, from records kept it is not clear what are the next steps in their learning. The consequences of this are that children would not get extra help in a specific area of learning without it being identified. The rooms are well organised and resources are attractively set out to stimulate children's interests in learning. Staff use open questions to effectively promote children's thinking and resources are generally well used.

Children concentrate well for short periods, such as circle time or when stories are told. Children are developing their imagination, for example as they create games with dinosaurs. They are well able to communicate to staff about their likes or dislikes, such as at snack time. Children listen and speak correctly in small groups. Older children speak confidently about events at home, such as a parent who is away.

Children hold a pencil correctly and older children are able to successfully name their own work. They access reading materials in the book corner, carefully handling books and enjoying favourite pictures. Children draw and paint confidently from imagination. They respond correctly and clearly to requests to answer their name at registration time.

Children are proficient with number activities, such as counting when asked. Older children recognise numbers up to ten and younger children attempt the counting with help from the others. Children recognise shape and size correctly when building and they develop concentration when positioning shapes correctly.

Children show curiosity and interest when exploring their environment. They learn about the eating habits of the pet giant snail and take it in turns to take it home at weekends. Older children operate the adding machine confidently when playing in the shop. They learn about sandwich making and healthy and not so healthy foods, such as brown and white bread.

Children explore colour when painting and older children can name primary colours. They explore texture on dinosaur skin and develop small muscles when manipulating small tools. Children sing familiar songs tunefully and develop extensive imaginative role play.

## **Helping children make a positive contribution**

The provision is good.

Staff value children and ensure they are free from discrimination, by ensuring all children are able to join in with all the activities available. Staff listen carefully to what children have to say, helping them feel good about themselves. A good range of resources reflect diversity, such as posters, books and craft work. Children learn about their own culture and the culture of others through the celebration of birthdays and the study of festivals.

Staff seek information from parents, during the application stage, to ensure that they are able to provide for children's individual needs, and keep records up to date. Staff have knowledge of the needs of children in their care as they know the children very well. Therefore, they are able to recognise changes or concerns, which they share with parents.

Children's behaviour is exemplary. They benefit from staff's competent management of their behaviour. Children's desirable behaviour is encouraged by staff praising and reinforcing their conduct. A badge system rewards good behaviour, such as when a child achieves well. Children are learning to share and negotiate. They learn about the rules of pre-school, such as not shouting.

Parents are provided with a good range of information, which keeps them informed about the provision. This includes newsletters and information in the waiting area of the pre-school. Staff are particularly sensitive to children's needs at hand over time when separation between child and parent is difficult. Staff are familiar with the complaints procedure and policy. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are well informed about their child's progress and their achievements. They are encouraged to be involved in their child's learning, such as reading stories at home or helping with writing. Staff are described as always helpful and available to discuss their child. They are particularly sensitive to children's needs at hand over time where separation is challenging.

## **Organisation**

The organisation is good.

The staff group hold qualifications in early childhood studies. They all have the relevant experience to provide the consistent care required. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. The record of staff suitability is comprehensive and all staff are suitable. Play rooms are well organised to maximise space and resources. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give effective support and encouragement. This helps them feel safe and secure. Children are kept safe and healthy as staff attend and update training, such as safeguarding and first aid. Records and documents are stored securely and confidentially. Records are shared with parents at regular intervals to keep them informed about the service and their child's progress.

The leadership and management is good. Staff have attended suitable Foundation Stage training and are involved in the planning for the curriculum to help children develop in all areas. Staff work well with advisory teachers and the local primary school to constantly review the care and learning in respect of the effective transfer to school. All staff work effectively as a team. They

meet regularly to give each other feedback to constantly improve the service. Strengths and weaknesses are identified by staff which are discussed at team meetings. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to develop staff's knowledge and understanding of child protection issues. Three staff have attended safeguarding training recently and have shared their experiences with other staff. This training ensures children remain protected. The provider was asked to ensure good hygiene practices are in place regarding hand washing. Staff supervise children washing and drying their hands prior to eating and after using the toilet. This ensures children remain free from infection.

At the last nursery education inspection the pre-school were required to improve their planning to show what children learn from the activities, based on the stepping stones along the Foundation Stage. All planning now shows detailed information about the six areas of learning linked to the Foundation Stage and what children learn from the activities. This outcome ensures children's teaching and learning is securely linked to the guidance. The pre-school were asked to provide parents with information about their child's progress, to ask parents to contribute to the assessment and to be involved with their learning. Parents now receive regular bulletins about their child's progress. They contribute to the assessment and are involved in their child's learning such as reading at home. Parents now remain well informed about how their child is progressing at pre-school and can contribute and reinforce their learning. Lastly, the pre-school were asked to provide regular opportunities for physical activities. Children now enjoy regular physical activities either inside or outside, depending on the weather. This activity ensures children remain fit and healthy whilst at pre-school.

### **Complaints since the last inspection**

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.

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 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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 the first aid kit contains items that are within date

- ensure the written parental consent for emergency medical advice or treatment is correctly worded.

### **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):

- develop the planning and assessment system to make it clearer how children are to be supported towards the next steps in their learning.

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](http://www.ofsted.gov.uk)