

Kingfisher Kindergarten

Inspection report for early years provision

Unique reference number

EY377302

Inspection date

26/09/2008

Inspector

Christine Cutts

Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kingfisher Kindergarten was registered since 2008 on the Early Years register and the voluntary and compulsory parts of the Childcare Register.

It operates from a village hall in Dunsden Green, Reading. The setting has use of the facilities and outside play area. The setting is registered to provide care of a maximum of 24 children from two to five years. The setting opens five days a week, during term time only. They operate from 09:15- 15:00, every day with the exception of Wednesday afternoon and children can attend for a variety of sessions.

There is disabled access and facilities are being extended in the autumn term. The nursery makes provision for children with learning difficulties and/ or disabilities and children who speak English as an additional language. There are five members of staff who all have a recognised early years qualification working with the children.

Overall effectiveness of the early years provision

The provision is effective in promoting children's welfare and learning. Staff know the children very well and ensure they meet their individual needs with additional support for those that need it. Staff provide a caring environment in which children feel secure and confident and that promotes their interest and curiosity to learn. The group promotes inclusion positively so that all children are welcome and supported becoming fully involved in all aspects of the pre-school day. The group are very aware of their strengths and areas for improvement, and are committed to improving the quality of their provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop a full risk assessment to identify and reduce hazards
- continue to develop planning to reflect children's individual learning and development needs

The leadership and management of the early years provision

The strong staff team work well together with management to provide a seamless flow of activities through out the session. Daily evaluation and use of a self assessment system help the provision identifying strengths and weaknesses. The pre-school takes steps to promote improvement, where they have identified weakness, for example to extend the children's access to information technology. Parents and carers are very supportive of the group and appreciate the effort the staff go to, to make the children feel welcome, secure and fully involved in the pre-school. There are good communications between staff and parents with verbal

hand overs and regular newsletters, parents also have access to the children's records. Links with schools and other agencies are positively promoted to support children through transitions.

There are effective daily checks to safeguard the children. However, a full risk assessment has not yet been developed. Appropriate vetting procedures are in place to ensure all adults working with the children are suitable. Staff are appropriately qualified and are encouraged to undertake further training. Policies and procedure are in place that protect children's health and wellbeing; these include child protection and complaints.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals, staff deploy themselves effectively to facilitate learning, use supporting language and ask appropriate question to stimulate and challenge children's thinking. The staff make continual observations that inform planning which enable them to help all children develop on to their next steps. However, these are not identified in the overall planning. The staff seek information from the parents about the children's stage of development prior to them attending pre-school, this helps staff to understand and provide for the children's needs and interests. Children enjoy a variety of activities both indoor and outdoors, children initiate their own games and are well supported by staff as they select from the well presented resources. All children's economic well being is effectively advanced with good systems in place to support children with additional learning or development needs.

Children develop an understanding of a healthy life style with good opportunities to sample a variety of physical activities and the provision of healthy snacks. Children learn to keep themselves safe through explanations and gentle reminders to use resources appropriately. Children are very happily settled and concentrate well, such as when they are using the role play area making meals or when doing puzzles progressing from simple to more complex ones as their confidence grows. The opportunities are developing for children to mark make in play and through planned activities, such as drawing a picture of 'ourselves' on which some children are able to write their own names. Children's enjoyment of stories is evident as they listen attentively and join in looking at familiar big books. Very well organised maths activities challenge children to develop an understanding of simple addition, they also count in every day situations such as the plates at snack times or spontaneously in play when counting down to blast off in their spaceships. Children use technology resources with age appropriate software link to areas of learning. The children play in a calm busy atmosphere where they are active learners, curious to explore and investigate.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.