

Kingsley Kingfishers Pre-School

Inspection report for early years provision

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Inspector Mary Hughes

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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

Kingsley Kingfishers Pre-School operates from a purpose built site at St Werburghs Church of England County Primary School. It is managed by a voluntary management committee, made up of parents at the pre-school and members of the school and local community. The pre-school opens in term time only, and offers two sessions daily, from 09.00 to 12.00 and 12.15 to 15.15. The setting is registered to care for 25 children on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 32 children on the Early Years Register and of these 12 receive funding for early education.

The children come from a wide catchment area. There are currently no children attending with learning difficulties and/or disabilities. The pre school employs five members of staff, all holding appropriate early years qualifications. Three members of staff are currently working towards an Early Years Foundation Degree. The setting also offers Before and After School Clubs, and has recently introduced a Holiday Club.

Overall effectiveness of the early years provision

Kingfishers Pre-school provides a child-friendly environment where children are highly valued and are very well cared for. Although the setting currently has no children with learning difficulties and/or disabilities there are good systems in place to give support to these children when needed. The provision is successfully inclusive and provides well for all children's needs. Recent improvements to the provision, including the building of purpose-built accommodation, show that the setting has got the capacity to develop its good provision even further.

What steps need to be taken to improve provision further?

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

- review planning to ensure that the outdoor environment is planned to fully support all areas of learning
- provide positive images that challenge children's thinking and help them embrace differences in ethnicity and culture.

The leadership and management of the early years provision

'My child can't wait to get here in the morning' and 'My daughter always looks forward to coming' are typical responses from parents when talking about Kingsley Kingfishers Pre-School. All are positive about the excellent links that the pre-school has with its parents and with the high quality care their children receive. Parents say that they are kept well informed, and that staff are always friendly and approachable. Good teamwork and a common sense of purpose underpin the setting's leadership and management. The setting strives to provide the best care

it can, and it does this very successfully. However the setting recognises that currently it does not do enough to help children embrace differences in ethnicity and culture.

A robust vetting and appointments system ensure that all safeguarding requirements are met. Good records, policies and procedures are in place. Assessments to eliminate risk are carried out regularly and there are daily safety checks. There is a culture of striving for improvement with regular staff and management meetings held and a programme of regular training undertaken. Close links with the school, particularly with the adjoining nursery class, ensure a smooth transition for the children. Good links exist with a range of outside agencies. There is good identification of the setting's strengths and weaknesses and the staff are working on producing an action plan for future developments.

The quality and standards of the early years provision

As a result of an effective induction procedure, children new to the pre-school settle quickly, and confidently leave their parents or carers. Children greatly enjoy taking part in a wide range of stimulating activities. Staff's detailed and thorough knowledge of the children ensure that their interests and needs are reflected in the activities offered; for example a child whose parents say that he is interested in gardening is given compost to explore. Staff are highly skilled in questioning and intervening in order to extend learning; for example a child was encouraged to develop their role play in the home corner into the preparation of a picnic in which other children participated. Children's language development and early literacy and numeracy skills are promoted well. A good balance of both adult-led activities and those that children choose for themselves contribute effectively to the children's good progress. The indoor environment is well planned across the six areas of learning. The attractive outdoor area adds much to the children's enjoyment of learning, although planning for the outdoor environment does not ensure coverage of all areas of learning. Satisfactory assessment procedures exist, with daily observations feeding into a profile of a child's strengths and weaknesses. The staff are currently revising their planning in order to include the next steps for children's learning.

Outstanding attention is paid to children's personal development, and in children acquiring valuable life skills. Children's independence is well promoted through daily routines such as the 'tidy up music time'. Through the activities offered, pupils are encouraged to share; for example, when giving out the toast, passing a toy in circle time, or using musical instruments. The setting provides a warm, nurturing environment. Key workers promote good social relationships. Very close attention is paid to the children's welfare needs; for example a member of staff sensitively changed a child's clothes after exuberant water play. There is good use of praise and a visual reward system to reinforce expected behaviour. Excellent arrangements exist to ensure the health and safety of the children. The premises are safe and secure. There is a high standard of hygiene, with the kitchen and bathroom areas being spotlessly clean. Children's understanding of healthy eating is well promoted through the choice of a range of different healthy snacks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.