



Covingham Kingfisher Pre School

Inspection report for early years provision

Unique Reference Number 511586
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Inspector Nikki Whinton

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Registered person Covingham Kingfisher Pre-School Committee
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 inadequate - notice of action to improve. The registered person does not meet 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?

Covingham Kingfisher Pre-school opened in 1996 in its present name, having been Dorcan Playgroup since 1971. It operates from 4 rooms in St Paul's Church Centre, Covingham. The setting serves a wide area. A maximum of 42 children may attend the provision at any one time. The group opens 5 days a week during term times. Sessions are from 08.00 to 15.00. All children share access to a secure, enclosed

outdoor play area.

There are currently 45 children aged from 2 to under 8 years on roll. Of these, 19 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school also provides a Breakfast Club for children from 5 to 8 years old. The group currently supports children with special educational needs and children who speak English as an additional language.

The setting employs seven staff; six of the staff, including the manager, hold appropriate early years qualifications. In addition, one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children lead a healthy lifestyle whilst in the pre-school. They have frequent opportunities for fresh air and exercise within the provision's fully enclosed outside play area. They develop their large muscle skills through activities such as circle games, using a variety of peddle vehicles or by playing on the group's climbing frame. Children move freely, confidently and safely, whilst demonstrating good spatial awareness. They gain small muscle control and coordination through the safe handling of a range of tools, including pencils, paintbrushes and rolling pins.

Children are developing their awareness of healthy eating through the wide range of healthy snacks they enjoy whilst in the provision. They are encouraged to try new foods and develop their awareness of food tastes. For example, during a cooking activity, children are encouraged to try cornflakes and baby corn. They are able to consume foods in sufficient quantities to meet their differing appetites. Children's individual dietary needs are discussed with parents prior to a child commencing in the setting. Any requirements are recorded and accommodated. Children are able to help themselves to drinking water throughout the session. Their individual needs are successfully met.

Children gain an understanding of good hygiene practices as part of the daily routine. For example, they spontaneously shout to each other 'wash your hands', prior to snack time. Hygienic nappy changing procedures are in place. Children manage self-care skills proficiently and benefit from the staff's good role modelling, their knowledge of first aid and their understanding of the correct administrative procedures to be followed if accidents occur. However, children's existing injuries on arrival at the provision are not always recorded and parents do not consistently sign the record book to acknowledge when medicines have been given to children. As a result, their good health is at risk.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children play within premises that are suitably clean and maintained, warm and welcoming to children and parents. Children are learning to share responsibility for their safety through activities including taking part in emergency evacuation drills. However, the lock on a toilet door poses a risk to children and the premises are not consistently secure. Children have the opportunity to leave the premises unsupervised. As a result, their safety is at risk.

Children enjoy self-selecting from a wide range of clean, well maintained, age appropriate equipment. Such free choice opportunities enable children to build their confidence and their feelings of ownership of the provision. They benefit from the staff having a good understanding of safety issues regarding the purchase and maintenance of resources. Children play with toys that are safe and suitable.

Children's well being is supported by staff that have a secure understanding of child protection issues. There is an appropriate system for making parents aware of the provider's child protection responsibilities prior to a child commencing in the setting. Children's welfare is actively promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, enthusiastic and well motivated. They separate easily from their main carer and quickly make independent choices regarding the activities and resources they wish to explore. For example, some children decide to investigate 'magic sand', whilst others choose to create collage pictures. They are well occupied, demonstrate good self-control and are able to concentrate for short periods, such as when involved in a group musical instrument session or during story time. They are developing their social skills, speak with increasing confidence in a familiar group and are learning to listen to others. They share resources successfully, such as when playing with the sand and are beginning to realise the need to take turns. Children demonstrate good self-esteem. They have a positive relationship with their peers and the small staffing team. They benefit from staff knowing them well and having an understanding of children's home circumstances.

Younger children, who have not reached the Foundation Stage, attend separate sessions within the provision. This small group of children follow the Birth to three matters framework. Written observations are undertaken on the children, whilst they take part in planned activities to support their learning and development. They benefit from the individual care and attention they receive. Children become familiar with the early years setting and its staff, which helps them in their transition into the pre-school environment.

Nursery Education

The quality of teaching and learning is good. The manager and her staff have a good knowledge and understanding of the Foundation Stage. They work well as a team, meeting together regularly to plan and provide a stimulating programme of practical activities to promote children's learning towards the early learning goals. They act as good role models and support children in developing their confidence and

self-esteem. Children do not always have the chance to practise independently their emerging skills, such as hand-eye coordination, early writing or counting, as part of the daily routine. Staff know the children well, have a very positive relationship with them and are aware of their differing stages of development. They ask indirect questions to make children think, reinforce or extend their learning. The staff undertake detailed written observations and assessments of the children, that they use to complete termly reports and educational assessment documentation. Information from assessment is used in the planning of activities to promote individual children's future learning.

The children have a good range of vocabulary. They use language confidently when talking to adults and peers. For example, a child confidently tells an adult, 'I've changed my name, I'm now Lucy'. Through practical activities, such as finding their name cards on their coat pegs or at the snack table, children are learning to recognise familiar words in print. They are starting to link sounds and letters and enjoy listening to stories, both spontaneously and during planned group activities. Children have varied, planned chances for emergent writing activities, but opportunities for them to practice their skills are sometimes limited by staff completing the exercise for them. Children are learning to count and to recognise numbers as labels, although sometimes staff have a tendency to count for the children. They enjoy solving simple mathematical problems and are developing a clear understanding of number. For example, a child confidently informs an adult, 'I used to be three, but now I'm four'. Well-planned, meaningful activities, including exploring shells, measuring threaded beads or discussing snack time foods, enable children to increase their awareness of shape, space and measure.

Children are learning more about their local environment through stimulating activities such as nature walks, visits to the library, post office or garden centre. They are developing their understanding of the natural world through interesting activities such as tending the setting's herb garden or growing grass seeds. Children are successfully developing their awareness of time as they discuss significant past, present or future events in their lives. They regularly explore musical instruments, are developing a repertoire of songs, that they sing from memory and enthusiastically use information and communication technology, such as cameras, as part of their play. Children thoroughly enjoy using their imagination whilst involved in role-play. They have daily chances to develop their own ideas whilst exploring a range of media and materials, including play dough and 'magic sand'. However, some wall displays tend to be adult directed, with limited chances for children to initiate or develop their own creative ideas.

Helping children make a positive contribution

The provision is good.

Children are acknowledged as valued individuals. They access a varied range of easily accessible resources, such as books, dressing up clothes, dolls and small world figures, to help them increase their awareness of diversity. Children attending with special educational needs and English as an additional language receive extremely good, targeted, individual support to promote their learning and

development.

Children behave well. They benefit from the staff's good role modelling and their effective use of positive strategies to encourage appropriate behaviour. Children are learning how to relate to staff and each other, whilst increasing their awareness of right and wrong.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and independent. They enjoy sharing their news and are learning to listen to others. They are encouraged to share their feelings, such as when being asked what makes them feel cross, during a group story time. They increase their awareness of other cultures through practical activities, including making rangoli patterns for Diwali, building kites for Japanese Children's Day and sampling prawn crackers as part of Chinese New Year celebrations. Children take part in stimulating local outings, such as bus trips to visit a town centre café or going on shopping trips to purchase ingredients for planned cooking activities. In addition, children welcome meaningful visitors to the setting, including a vet with small animals and a road safety officer, to help them increase their understanding of their community and the wider world.

The partnership with parents and carers is good. Children benefit from the good rapport that exists between parents and the staff. They are provided with comprehensive information about the provision, prior to their child commencing in the setting. There are daily, informal opportunities to discuss any care issues and parents are kept up to date with information through 'Learning Journey' scrapbooks, termly reports, notice boards and regular newsletters. Parents are actively encouraged to become involved in their child's learning. For example, a parent has bathed her new baby in the setting and a parent who works as a paramedic has spent time in the group, to help make children aware of their role. In addition, parents are provided with suggestions of activities to do with their child at home and are invited to contribute to children's academic assessments.

Organisation

The organisation is inadequate.

Children's care and education is supported by staff who are well qualified and very experienced in caring for young children. Good use is made of the available play space. Children's personal records are carefully maintained and securely stored. Required information is easily available to support children's care, such as in an emergency. However, the registers of daily attendance are not always accurate or up to date. Attendance information does not include the arrival or departure times of children, staff or visitors. As a result, children's safety is at risk.

The leadership and management are good. The manager is well qualified, experienced and skilled in her role. The well motivated staff work together as a team. They meet regularly to plan the educational provision and discuss any childcare issues. The manager monitors the assessment system and undertakes regular evaluations of the success of the educational provision. There is a good partnership between the pre-school and the local primary school. Links are strengthened through

activities including school aged children attending the pre-school's Breakfast Club, visits to the setting by the reception class teacher and the two provision's linking together for events, such as harvest festivals and carol services. This helps to support children in their transition into reception class.

Overall, the setting does not meet the needs of the children for whom it provides.

Improvements since the last inspection

As a result of the last care and education inspections, the group was given recommendations to help develop the quality of the provision. The care report recommended the setting organise nappy changing arrangements so that children's privacy is respected and ensure students receive support in managing children's behaviour. The education report suggested activities are evaluated to determine whether children achieve the learning outcomes of activities.

Appropriate nappy changing arrangements are in place to support children's privacy. Students are carefully supervised in their managing of children's behaviour. Activities are evaluated to determine their success in promoting children's learning. These improvements have had a positive impact on the quality of care and education offered to the children.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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, the registered person **must** take the following actions:

- ensure positive steps are taken to promote children's safety, including making sure toilet door locks are made safe or inaccessible to children and by ensuring the premises are secure, so that children cannot leave them unsupervised
- improve the organisation of the provision, to ensure parents sign to acknowledge when medicines are given to children. Make sure existing injuries to children are confidentially recorded. Ensure the daily registers of attendance are kept up to date and include the arrival and departure times of children, staff and visitors

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

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):

- increase opportunities for children to practise and develop skills, including counting and early writing, as part of the daily routine. Develop opportunities for children to use their own imaginative ideas during planned large group creative activities.

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