



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 113565

DfES Number: 585091

INSPECTION DETAILS

Inspection Date 08/11/2004
Inspector Name Heather Andersson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kingfisher Pre-School
Setting Address Church Centre
Queen Street
Worthing
West Sussex
BN14 7BJ

REGISTERED PROVIDER DETAILS

Name The Committee of Kingfisher Pre-School

ORGANISATION DETAILS

Name Kingfisher Pre-School
Address Church Centre
Queen Street
Worthing
West Sussex
BN14 7BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kingfisher Pre-School opened in 1967 and was originally registered with the local authority. The pre-school operates from the main hall of a church centre, in the Broadwater area of Worthing. There is a fully enclosed hard surface area for outside play. Kingfisher Pre-School serves the local community and surrounding areas.

The current registration allows for 26 children between the ages of 2 - 5 and includes funding for 3 and 4 year olds. Children attend a variety of sessions. The setting supports children with special needs and those who speak English as an additional language. An experienced Special Educational Needs Co-ordinator (SENCO) is in post.

The group opens 4 days a week, Monday to Friday, excluding Wednesdays, during school term time and excluding bank holidays. Sessions are from 09:30 until 12:00.

There are at least 6 members of staff, who work with the children at any one time. The majority of staff are qualified to NVQ level 3 or experienced and working towards a childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)(West Sussex County Council) and from the Pre-School Learning Alliance (PLA)(Sussex).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Kingfisher pre-school is acceptable and of good quality, children are making generally good progress towards the early learning goals.

Quality of teaching is generally good. Staff are developing techniques and methods, although some mathematical concepts are weak. Staff have an understanding of child development and have a knowledge of the Foundation Stage to enable children to make progress towards the early learning goals. Staff are qualified and/or experienced childcare practitioners, enjoy working with children and use good communication to extend children's language and thinking for themselves. A special needs co-ordinator (SENCO) supports families and children with educational needs or english as a second language.

Staff plan daily and themed activities for inside and outside and have an understanding of the early learning goals . Children are stimulated and enjoy learning. Opportunities to freely select craft resourses and independently look at books are rare. Staff are good role models and children's behaviour is good.

Leadership and management of the provision is generally good. Individual ideas and views are valued. Professional development is encouraged and staff attend training. Staff work well as a team and have adopted a free flow approach to link inside and outside play, this works well through warmer months, although has proved troublesome during colder weather. A keyworker system is in place. Staff use effective observation and recording methods to assess children's progress and overall development.

Partnership with parents is generally good. Parents are informed about forthcoming events, themed activities and their child's progress towards the early learning goals. Effective systems are in place to share information with parents, including coffee mornings, newsletters, a notice board and welcome packs. Parents are encouraged to share skills they have and take an active role during sessions.

What is being done well?

- Staff plan a stimulating environment that provides children with a range of age appropriate challenges and opportunities. Children have opportunities to explore and experiement and make progress towards the early learning goals.
- Staff work well together and are good role models. Communication with children is good, staff are skilled at extending vocabulary, encouraging children to be independent and think for themselves.
- Staff make good use of the local environment, children explore the natural

world, learn about other people, places, cultures, religions and become familiar with their immediate surroundings.

- Physical development is good. Children have opportunities to develop fine and gross motor skills.
- Professional development is valued and staff access individual training.
- Staff have a clear understanding of their roles, individual strengths and weaknesses.
- Systems are in place to provide parents with regular information about the provision available and their child's progress. The special needs co-ordinator works hard to support children with special needs and their families.

What needs to be improved?

- linking mathematical concepts and language to other areas of learning, for example talking about more or less and basic fractions during snack time.
- opportunities for children to use and explore information and communication technology, for example using tools to discover how an object works.
- further opportunities for children to select, and develop free expression, when using a variety of equipment and resources, for example colour mixing paints, extending role play and choosing every to day activities.
- improving the use of story and resource books, for example creating a quiet and warm area to look at and enjoy books.
- the planning and organisation of the free flow system for inside and outside play during periods of cold weather.

What has improved since the last inspection?

At the last inspection the following points for consideration were made:-

To ensure children have access to mathematical resources.

To develop and stimulate children's understanding of numbers and mathematical concepts.

The improvements made by Kingfisher pre-school, since the last inspection is generally good.

An action plan was implemented.

Children have access to a maths table/area to develop their understanding of numerals, basic number lines, sets and sequences and most children are able to count and recognise numbers up to 10.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and motivated to learn. Their behaviour is good and they are developing skills to negotiate and understand what is right and wrong. Children play together and most of them are able to take turns. Staff support children and offer support when necessary. Children are beginning to build self esteem, confidence and skills for independence, although staff provide limited opportunities for children to select resources and craft materials.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to converse with each other and with staff. Their vocabulary and communication skills are developing well, they are able to hold conversations, listen to each other, voice their ideas and opinions and extend play. Children enjoy listening to stories, although they rarely access books independently or use the book area. Most children are able to recognise their own first name and are encouraged to write their name to label art work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to recognise numbers and count up to ten. They have opportunities to compare size, shapes and are developing an understanding of basic number lines and sets. Children enjoy counting during group times and at snack time, although activities to practice adding and subtracting, more than and less than are rare. Children play with sand and water, and are beginning to link weight and quantities, although opportunities to record their findings/results are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show a lively interest in nature and the world around them and are developing an understanding of where they live. Activities provide opportunities to develop an understanding of jobs, religion, culture, festivals, food and clothing from a variety of communities. Some activities offer access to information technology and electronic equipment, although staff provide rare opportunities to explore how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to develop fine and gross motor skills through a variety of equipment and resources. Children are keen to use tools, scissors and paintbrushes and are developing skills to dress and undress. They enjoy the climbing frame, bikes and balls available during outside play and move around safely, with co-ordination. They learn about personal hygiene, eating healthy food and drinking plenty of liquid, and discuss what happens to their bodies in hot and cold weather.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children learn about colour, texture, shape and form using a variety of materials. They enjoy adult led activities , although have rare opportunities to develop free expression. Children enjoy singing songs, nursery rhymes and music and movement. Instruments are occasionally used, although staff offer limited opportunities to extend musical concepts and language. Children enjoy role play and dressing up, although resources and utensils to stimulate imagination and extend play are limiting.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- There are no significant weaknesses to report, but consideration should be given to improving the following:-
- 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.
- develop procedures to improve the planning and organisation of inside and outside activities during colder weather.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.