

# Kingfishers Pre-school

Inspection report for early years provision

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**Unique reference number**

508880

**Inspection date**

13/01/2011

**Inspector**

Patricia Champion

**Setting address**

Kings Hall, Kings Chase, Brentwood, Essex, CM14 4LE

**Telephone number**

01277 224326

**Email**

kingfisher.bs@live.co.uk

**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Kingfishers Pre-school is a community group run by a committee and was established in 1986. The pre-school operates from the main hall and smaller side room within the Brentwood Baptist Church premises in Brentwood, Essex. A secure, enclosed, outdoor play area is located nearby. A maximum of 28 children may attend the pre-school at any one time. The pre-school opens four days a week during school term times. Sessions times are from 9.30am until 12 noon and 12.30pm until 3pm on Monday and Thursday and from 9.15am until 12.15pm on Tuesday and Friday.

There are currently 52 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports children who have English as an additional language. The provision is registered by Ofsted on the Early Years Register.

The pre-school employs six staff, of whom five of the staff, including the manager hold appropriate early years qualifications. There is one member of staff currently working towards a recognised early years qualification and one member of staff working towards a higher qualification. There are also regular volunteers working in the pre-school. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A wide range of activities is offered to support children's learning and enable them to make good progress in their development. The partnerships with parents and other early years professionals are a strong element of the pre-school and this enables all children to be included and their needs met. Staff are committed to providing a safe and welcoming environment and have worked together to establish various methods for evaluating their provision. Good progress has been made since the last inspection and the staff team have realistic plans for future developments.

## **What steps need to be taken to improve provision further?**

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

- develop further children's communication language and literacy by extending the way labels with words and captions are displayed in the environment
- review and revise the hygiene arrangements for hand washing and use of toilet facilities to ensure that children have easier access and they enhance their independence skills.

## **The effectiveness of leadership and management of the early years provision**

The staff team and voluntary committee work well together to support a safe environment. The arrangements for safeguarding children are robust and staff have a good understanding of their roles and responsibilities in regard to child protection. All staff and volunteers working with children have been vetted through the Criminal Records Bureau. Thorough risk assessments have been carried out and potential hazards are successfully minimised inside the premises and while on outings. Access to the premises is securely monitored and all visitors are required to show evidence of identity and sign in the visitors' book. There is a meticulously organised operational plan with comprehensive policies and procedures that are regularly reviewed and consistently implemented. These documents strongly contribute to the safe and smooth running of the pre-school.

There are good procedures for evaluating the provision. The staff team have worked well at identifying the strengths and areas the pre-school can develop further. They know themselves well and all staff contribute to working on plans for future improvements with the aim of enhancing outcomes for children. There have been significant improvements since the last inspection. All previous recommendations have been met and an outdoor space has been acquired. This area has been totally renovated with innovative landscaping and excellent outdoor play equipment to give children rich outdoor learning experiences.

The pre-school is both welcoming and inclusive. There is a written equal opportunities policy which is fully implemented. Clear procedures are in place to help settle each child according to their specific needs. This enables the staff team to provide consistent, effective support for each child. Children are helped to understand about differences and diversity through use of play equipment and books and by being involved in celebrations and traditional events. Children who speak English as an additional language are supported well by an enthusiastic special educational needs coordinator. Visual picture prompts are provided so that children can share what they have done with their families and communication is offered in the child's home language wherever possible. There is also good liaison with other agencies and early years professionals, which supports collaborative working to promote children's progress and development. This is particularly successful in supporting children's transitions into the reception year of school.

Children benefit from the friendly relationships the staff form with their parents. Information is displayed for parents to view, they receive a welcome pack and they are all kept well informed of the day-to-day activities and care routines through verbal feedback. There is also a very informative website that includes a translation tool so that all families can understand the relevant messages. All the required written consent agreements are obtained to reassure parents that the staff value their beliefs and they consistently act in the children's best interests. Parents make very positive comments about the preschool and really appreciate how the staff settle the children and ensure their well-being is paramount.

## **The quality and standards of the early years provision and outcomes for children**

Children show good levels of curiosity, independence, imagination and concentration. The staff are caring and sensitive and consistently use skilful language and questioning to encourage children to express what they do and what they think. A secure planning system, based on many ideas drawn from children's interests, provides a rich and varied range of imaginative and creative activities for children. Observations are made and lead to clear assessments of children's abilities through the 'achievement book' learning profiles. Their next steps in development are identified and these link back into the planning system to provide further learning opportunities for each child. Consequently, children make good progress in their learning and development given their starting points and are well equipped with the skills for future learning.

Children have access to good quality books and listen intently to stories. They become involved when anticipating what will happen next or they predict outcomes for the story. The staff display posters and arrange themed role play equipment to encourage children to play imaginatively. For example, children have access to resources that depict the work that the emergency services undertake when taking patients to hospital. However, although there are some labels in the environment there are few that inspire children to discover that words convey meaning. Children concentrate and enjoy mark making as they write notes or draw pictures during free access to writing materials or they describe the marks they make in the sandbox. Counting skills are developed through games and action songs where children learn number sequences. They explore shapes as they use hammer and nails to create patterns and pictures. Children are proud of their achievements and delight in showing staff and visitors their highly original work.

Children develop a strong sense of belonging and security. The majority show that they feel safe through their interactions with adults. They demonstrate they know how to keep themselves and others safe by using equipment such as tools and scissors carefully and by being alert as they take turns using the slide. Emergency evacuation procedures are regularly practised so that everyone knows how to swiftly exit the premises in an emergency. Children benefit from support for a healthy lifestyle. They enjoy a selection of healthy snacks such as fruit, vegetables and breadsticks, and have free access to regular drinks. Any special dietary requirements or medical needs are known and supported well, which ensures that parents and children feel secure. Clear hygiene procedures are in place to protect children. However, although children always use disposable towels and liquid soap, there is potential for cross-infection as children sometimes use a communal bowl to wash their hands after messy activities. There are also insufficient step stools in the toilet facilities to support children to become confidently independent in their self-care.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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