

Kingfisher Pre School

Inspection report for early years provision

Unique reference number	145854
Inspection date	02/02/2011
Inspector	Carol Johnston

Setting address	Mobile Classroom, Bitham Brook School, Arundell Close, Westbury, Wiltshire, BA13 3UA
Telephone number	07803 548406
Email	ck1973@sky.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kingfisher Pre School opened in 1994 and operates from a mobile classroom in the grounds of Bitham Brook Primary School, Westbury, Wiltshire. It is committee run and there are links with the host school. The pre-school is open each weekday from 9am to 12pm and on Tuesday afternoon from 12.30pm to 3pm in term time only. All children share access to an outside play area and there is also use of a school playground. The pre-school is registered on the Early Years Register and a maximum of 18 children aged between three and five years may attend at any one time. There are currently 28 children on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four. The pre-school support children with special educational needs and/or disabilities and those who learn English as an additional language. There are five staff employed: three hold early years qualifications to level three, one is working towards level three and one is working towards level two. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and confident. They enjoy a range of activities which are skilfully supported by the staff, who interact warmly towards them. Children's welfare needs are effectively met and there are strong partnerships with parents. Most methods in place to monitor children's individual learning needs are very effective in helping them progress. A regular process of self-evaluation is in place to help ensure the continuous development of the pre-school.

What steps need to be taken to improve provision further?

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

- improve the risk assessment so that it covers all the risks associated with children being outdoors
- develop the methods currently used to ensure that children's next steps are facilitated in the planning.

The effectiveness of leadership and management of the early years provision

All staff have a clear understanding of safeguarding children issues. There are regular training courses and discussions during team meetings to keep knowledge refreshed. The safeguarding policy is regularly updated and made available to all parents. All staff undergo rigorous suitability checks when they are recruited to make sure that they are safe to work with the children. Regular appraisals for all staff identify any areas for future development and training, ultimately improving

outcomes for children. Daily risk assessments are carried out to ensure that areas used by the children are safe. Effective security methods, such as allowing only one parent in at a time during collection of the children, prevent unauthorised access or the risk of children escaping.

Ratios are always maintained when small groups of children visit the school playground with a member of staff. However, as this is not directly adjacent to the pre-school, there are no means of communication should the member of staff taking the children need assistance if an emergency occurs. Parents have access to the recently revised policies and procedures of the pre-school, which outline all aspects of care. In addition, a parent notice board provides useful information about child-related topics.

There are very positive relationships with parents and they are kept well informed. At the outset, they are provided with information about the Early Years Foundation Stage and regular newsletters tell them about the activities. At the end of each session, staff are available to talk to parents and tell them what the children have enjoyed. In addition, the manager operates an open door policy, giving parents the opportunity to talk to her at any time. There are progress meetings each term and the children's assessment records are sent home regularly for parents to study and offer feedback. Parents state they are very happy with the care provided and their children really enjoy coming each day.

Links with other providers sharing the care of the children are in place and their development is ongoing. There are firm links in place with external specialists, such as speech and language therapists, to ensure effective support for children with specific needs. Inclusion is prioritised throughout the practice to ensure each child's needs are met. To help support children who learn English as an additional language, staff learn key words and use these in conversation with them. They also find out the words for familiar resources and label these to help children feel secure and included. Children celebrate different festivals, particularly those of the children attending. Currently they are celebrating Chinese New Year and have made colourful lanterns, excitedly receiving a traditional 'fortune cookie'.

The pre-school has met recommendations made at the last inspection and all staff jointly undertake a regular process of self-evaluation to help them identify areas for development and plans for the future. The manager and staff team are extremely hard-working, friendly and cohesive, creating a very happy atmosphere. They demonstrate a clear commitment to the children and the pre-school.

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

Children really enjoy their time in the pre-school and demonstrate a sense of belonging. They are happy, confident, secure and independent. Resources are plentiful and staff are creative in using them to give children as much choice as possible. Children enjoy the cosy book corner and help themselves from the wide range of books available. They have fun using their imagination in the vets' role play area and particularly enjoy group time, where they enthusiastically sing and listen intently when staff read stories to them. The children also learn sign

language which they use when singing their favourite songs. The pre-school has a pet land snail called Brian whom children excitedly observe. They take it in turns to give Brian a holiday at home, learning how to take care of him. They then come in and tell the other children of his adventures. Children are confident speakers and they use number and size language spontaneously during their play.

Children make good progress in the areas of learning. Staff have a secure knowledge of the Early Years Foundation Stage and are very skilled in their interaction, asking questions that will help the children think and learn. Written observations of the children are very clear and meaningful. These inform children's assessments and their next steps in learning which are discussed and summarised in a book. Staff are very clear about where their own key children are in their learning and know about other children in the group with particular learning needs. However, when the weekly planning of activities is displayed, it does not clearly show the children's next steps to remind staff of these.

Children's welfare is promoted very effectively. Children have healthy snacks each day and they learn about the importance of exercise with daily outdoor play to keep them fit. Currently they are learning about where food comes from and how it is grown. They sit on a 'magic carpet' and 'fly' to a farmers' market to discuss what fruit and vegetables they see on display there. They learn good personal hygiene habits with thorough hand washing after using the toilet, after using tissues and before snack.

Children are aware of their own safety. They always put their chairs back under the table when they get up and know they must be careful when using scissors. There are visits from local police officers, fire fighters and road safety officers to help them learn about safety in the community. Children learn about the importance of sustainability, taking their plastic and paper waste to the local recycling site. They are involved in charity and community events, learning about those who may be less fortunate than they are. Children behave very well and play cooperatively with each other, enjoying praise from staff, which helps to build their confidence and self-esteem. They are encouraged to use good manners and to respect the needs of others. Consequently, they spontaneously share and are kind to each other. These skills stand them in good stead for the future.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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
--	-----