

# Kingfisher Pre-School

Inspection report for early years provision

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**Unique reference number**

EY429586

**Inspection date**

23/11/2011

**Inspector**

Lynne Bowden

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**Type of setting**

Childcare - Non-Domestic

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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

Kingfisher Playgroup opened in 1993 and reregistered in its new premises in June 2011. It is run by a parent committee. It operates from the Mount Edgecumbe Youth Centre in Kingsand, Cornwall. There the setting has use of the main hall, kitchen and toilets and an enclosed outdoor play area. The setting serves the local community.

The setting is registered to provide care for 24 children from two years to the end of the early years age group. There are currently 36 children aged two to four years on roll. Children attend for a variety of sessions. The setting supports children who have learning difficulties and/or disabilities. The setting opens Tuesday, Wednesday, Thursday and Friday mornings during term time only. Sessions are from 9.15am to 1.15pm Tuesday, Wednesday and Thursday and 9:15am to 1pm on Friday.

There are six members of staff who work with the children, qualified at level 2 or above in childcare. The manager is a qualified teacher. The setting receives support from the local authority and are members of the Preschool Learning Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting, where they are confident and very secure. Staff plan and provide a range of activities that interest children and help them make steady progress in their learning. However, limited development and assessment records impact on partnerships with other agencies and staff's ability to monitor children's progress. The setting has made some improvements since they were inspected at their previous premises, demonstrating sufficient capacity for improvement. They work effectively with the local school to support children's transitions there and have highly positive relationships with parents, who are informed about their children's activities and involved with the provision. Staff safeguard the children's health and safety appropriately, although hygiene routines are not always promoted well.

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

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

- develop systematic observation records to evidence children's development and how planning promotes their progress

- reinforce effective hygiene practices.

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

Children are safeguarded by the rigorous recruitment and vetting procedures that help to ensure children are cared for by suitable and qualified staff. All staff have had safeguarding training so they are able to effectively implement procedures and policies. The premises are secure with systems to monitor all visitors. Staff are highly committed to promoting children's safety and thoroughly risk assess the environment and carry out daily safety checks conscientiously. The setting has a full set of inclusive policies and procedures, documentation is maintained and in good order. The setting has effective systems to support children's transition into the local school. Staff have highly positive relationships with parents. They offer home visits and seek information from parents about children's preferences, which helps them reflect children's individual needs and backgrounds within the setting. Parents are kept informed through informal feedback each day and able to read their children's learning journals. These journals show that children participate in a wide range of activities, but do not closely monitor children's progress towards the early learning goals in order to fully support planning. Children's developmental levels are only recorded in the final summary. This lack of assessment impacts on the setting's ability to identify children's needs clearly and any possible concerns.

Staff have made significant improvements in some aspects of their provision since their inspection at their previous premises. This has led to, for example, the review of policies and procedures and better organisation of group activities. However, the recommendations regarding assessment and planning have only been partially addressed. This reflects an overall sufficient capacity to maintain continuous improvement. Staff promote equality and diversity appropriately through activities and the provision of a good range of resources, some of which reflect similarities and differences between people. They introduce some signing during circle time when singing familiar songs to demonstrate different communication systems. Staff usually promote good hygiene practices, making sure that children wash their hands at appropriate times, but occasionally this is forgotten. Snacks provided are nutritious and healthy, with drinking water available throughout the session. However, lack of plates at lunch time when children eat their packed lunches leads to some food being eaten directly from the table, increasing risk of cross contamination.

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

Children are happy and confident at the setting, where they form good relationships with staff and each other. Children are familiar with the routines and

expectations of the setting and behave very well. They collect their name tags to show that they are having their snack and collect their chosen foods and drinks. Daily access to the outdoor play area enables children to enjoy the fresh air in a variety of weathers and they develop independence as they dress appropriately. They enjoy decorating dens in the wooded area, collect autumn leaves and enjoy tossing them in the air. They enthusiastically mix water paints and industriously paint the storage shed. After their hard work digging in the soil, they enjoy manoeuvring and riding large wheeled toys and work cooperatively together sharing resources as they wash the mud off them.

Children learn about difference and diversity as they see and play with a range of resources that show positive images of those with physical disabilities, different ages and ethnic backgrounds. Indoors they recreate their recent activity of selling cakes for a children's charity as they create more cakes with the play dough and pretend to sell them in the role play area. Children develop coordination and awareness of size and shape as they create towers with building blocks. They listen with concentration to stories read to them. They show good understanding of how to behave safely as they talk in a group about a familiar story. Children learn how to keep themselves safe as they take part in regular fire drills. They show they are able to assess appropriate risks and manage them well, such as when using gardening tools or riding on larger toys outside.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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