

Kingfisher Pre-School

Inspection report for early years provision

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Inspector	Liz Caluori
Setting address	Church Centre, Queen Street, Worthing, West Sussex, BN14 7BJ
Telephone number	07504170949
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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*.

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.

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Description of the setting

Kingfisher Pre-School opened in 1967 and is a registered charity. It operates from Queen's Street Church in Worthing, West Sussex. There is a secure outdoor play area available.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and may care for a maximum of 32 children aged from two to under eight years. However, it is currently only operating as a provision for children in the early years age range. The pre-school is open each weekday, except for Wednesdays, with a morning session from 9.15am to 11.45am and an afternoon session from 11.45am to 2.15pm. Children are able to attend both sessions each day if there are sufficient spaces. There are currently 45 children on roll and there is funding for free early education for children aged three years and four years. The pre-school is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The pre-school employs nine members of staff, of whom seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and have great fun in the safe and inclusive environment. They make generally good progress in all areas of their learning and development. Strong leadership, effective team working and a good capacity for continuous improvement are demonstrated. This results in practices which are well organised and effectively meet the needs of the children and their families. Good partnerships with parents, carers and other professionals support the manager and staff team to provide coordinated and consistent care.

What steps need to be taken to improve provision further?

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

- offer greater encouragement and more opportunities for children to explore their own ideas in all creative activities.

The effectiveness of leadership and management of the early years provision

Thorough risk assessments have been completed to identify any potential hazards in the pre-school, and appropriate precautions are in place to minimise these. Security of the premises and supervision of the children are good and effectively safeguard their welfare. Vigorous recruitment procedures help ensure that children are cared for by suitably qualified and checked staff. Staff have attended child protection training and a range of policies are in place which set out the process to be followed should any concerns arise about a child's welfare.

The management team works very effectively to promote a culture of reflective practice and continuous development. Self-evaluation works to successfully identify the strengths and weaknesses in the provision. Significant improvements have been made since the last inspection and these impact very positively on the outcomes for children. Effective systems are in place to observe children and to plan for the next steps of their individual learning. Staff are currently being trained in new systems designed to help them use the data they gather on each child's progress, in order to more effectively monitor achievement and improve the service offered.

Parents and carers receive a very warm welcome as they arrive at the pre-school, and time is made available for them to speak with staff about their child. They are also offered a good range of written information about the pre-school and the progress that their children are making. Staff are experienced at working with a range of professionals to meet the needs of the children, promote continuity of care and support children's learning. Good arrangements are in place to share information with other childcare providers involved in delivering the Early Years Foundation Stage to the children.

The pre-school environment is bright and inviting and space is well organised to enable a broad range of activities to be set out at the same time. By creating smaller areas to focus on different aspects of learning and development, staff successfully encourage children to focus and concentrate on their chosen tasks. Children are also confident to transport toys around the hall and outdoor area to extend their play.

Resources and activities very positively reflect diversity, and children's individual backgrounds are clearly understood and respected. Activities and events are planned specifically to teach the children about a range of different cultures and traditions. The pre-school has staff trained to support children with special educational needs and/or disabilities and the building is accessible to wheelchair users. Effective arrangements are also in place to work with children and families for whom English is an additional language.

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

A good level of support is offered to help children to learn about healthy lifestyles. They are able to choose what they would like for their mid-morning snacks from a buffet style display of fruits and other nutritious items. Those who stay all day also enjoy very social lunch times and show a very good knowledge of the different food in their lunch box. They know which are the healthiest items and are encouraged to eat these first. Children are also developing good personal care routines and are well supported in their potty training and toileting, routinely remembering to wash their hands.

Children are extremely happy, engaged and motivated as they play and learn with their friends. They show a strong sense of security, separating easily from their parents and carers, and clearly understand the routines and behavioural expectations. Children benefit from the opportunities they receive to explore their environment and make choices about the activities they wish to take part in. They thoroughly enjoy interacting with the staff and are also confident to investigate resources independently, often concentrating for very long periods on their chosen tasks. Examples of this include a child spending several minutes sorting items by colour and size and deliberating how to solve the problem of the 'odd' items which did not easily fit into the groups. This allows children to attempt tasks, assess their success and try again in a secure, caring environment. As a result, they are developing a very solid foundation for independent learning which prepares them well for their transitions to school and for later life.

Children generally enjoy a very good mix of free play and more adult instigated activities. There are times when art activities organised by staff have slightly too much direction as they are planned with a specific end-product in mind. These tend to take place when preparing gifts to be taken home or to create wall displays, for example gluing and sticking onto space ship shapes which have been drawn and cut out by staff. Although children take part very enthusiastically and join in the lively conversation about aliens at the art table, they are not encouraged to suggest their own ideas. Children do however have many other opportunities throughout each session to explore the art resources independently and create expressive and individual pictures and models.

Children's physical development is very well promoted both inside the hall and in the outside play areas. In all but the most inclement weather, children are able to flow freely into the outdoor area and know to dress appropriately for the conditions. They enjoy activities such as pedalling and steering vehicles and running around with their friends and they show good levels of coordination.

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
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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

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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