

Kingfisher Kindergarten

Inspection report for early years provision

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Inspector

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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 Kindergarten was registered in 2008. It operates from a village hall in Dunsden Green, Reading, Berkshire. The kindergarten has use of an enclosed outdoor area. The kindergarten serves children from the local and surrounding areas. The kindergarten is registered on the Early Years Register to care for a maximum of 24 children from two years to the end of the early years age range. There are currently 41 children on roll and the setting receives funding for free early education for children aged three and four years. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The kindergarten operates Monday to Friday from 9.15am to 2.45pm with a facility for children to stay for lunch. The kindergarten is open each day during term time with the exception of Wednesday afternoons. Children may attend for a variety of sessions. There are nine members of staff working with the children. Of these, seven hold early years qualifications to level 3 or above and two who are working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are nurtured in an exceptional environment where the dedicated manager and staff team recognise each child's unique qualities. Staff offer excellent activities and experiences; presenting most resources effectively to support children's learning and welfare. This enables children to make excellent progress in their development. Children are confident and feel a clear sense of belonging as they develop secure and trusting relationships with staff. Staff are highly proactive in building partnerships with providers, parents and other agencies to ensure children's individual needs are met. Management and staff work together purposefully to ensure sustained improvement. They demonstrate an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- presenting a wider range of resources to enhance children's awareness of disabilities

The effectiveness of leadership and management of the early years provision

The kindergarten is exceptionally well organised with comprehensive policies, procedures and risk assessments in place to promote children's well-being and

safety. High priority is placed on helping to protect children from harm. Staff are fully aware of the procedures that help to keep children safe at all times and they regularly attend safeguarding children courses. As a result, children's welfare is promoted extremely well. Stringent systems are in place to ensure all staff are suitable, appropriately vetted and well qualified. All children's documentation and records are kept up-to-date and professionally maintained, with all the required parental consents and information in place.

Children play in an exciting, bright and welcoming environment. They are confident and have excellent access to a range of attractive, age-appropriate toys and resources. These provide interesting and challenging experiences to promote children's learning exceptionally well in all areas. The outdoor area is inspiring and excellent activities and resources provide many opportunities to help all children progress through their preferred method of learning. Staff deploy themselves effectively to ensure all children receive high levels of individual care and attention. Equality and diversity practices are extremely good. For example, all staff share their knowledge of particular children, including those learning English as an additional language or who have individual education plans. Each child is recognised as a unique individual as staff have a thorough knowledge of each child and their family circumstances. As a result, all children are supported fully and their needs are met.

Staff forge outstanding relationships with parents, external agencies and other providers. For example, staff are very proactive in contacting school staff to ensure that the transition to school is sensitively handled. Parents are eager to express their opinions on the kindergarten with comments such as 'children receive high quality care and learning, staff are fantastic' and 'there are excellent systems for sharing learning with home'. Parental comments demonstrate the high regard in which they hold the kindergarten. Parents are provided with a comprehensive range of information about the service. For example, displays and regularly updated policies and procedures are shared. Parent meetings are held and verbal discussions, e-mails and newsletters provide further details of the kindergarten's practices.

Staff use ongoing systems for self-evaluation to promote children's care and education to a high standard. The staff regularly complete external, local authority and in house training and set themselves ambitious targets to continually move their practice forward. They include the views of parents, the local authority adviser and the children to help to provide a successful evaluation of the provision. As a result, they consistently plan for the ongoing development of the kindergarten and promote excellent outcomes for children.

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

Children thoroughly enjoy playing in the stimulating environment, where their interests are taken into account and planning is tailored to meet their individual needs. Staff have an excellent knowledge of the Early Years Foundation Stage

framework and work well together. They combine their skills and knowledge effectively to plan a stimulating and interesting environment. This enables children to make excellent progress in their development. Comprehensive observations and assessments, photographs and examples of children's work are included in records of development. These meticulously monitor children's progress in relation to their starting points. All progress records are accessible to parents. Parents are invited to share children's learning experiences as they receive information of topics and ideas for related learning activities at home. There are also informative meetings, demonstrations and discussions for parents about how play relates to the early learning goals and children's steps towards them.

Children access a wide range of well-planned resources so they can independently select what they wish to play with. They competently use everyday technology to develop future skills, sit quietly with puzzles, build road and train tracks or choose art and craft activities. For example, they make spaceships and robot helmets accessing scissors, sticky tape and collage materials as they need them. Children develop their coordination skills and awareness of quantity. For example, they use cutlery, bowls and jugs to measure amounts of water and flour to make play dough. Children relax in a quiet area with a comprehensive selection of books and story sacks, to enjoy by themselves or in groups. There are opportunities for mark making and letter and number recognition both indoors and outdoors. For example, this is evident as children use clipboards to record information such as, writing down letters and numerals of number plates in the car park. Children enjoy role-play. They explore real and imaginary situations; for example, they play in the 'vets' and find out about the importance of caring for animals.

Children have fresh air and exercise daily as they play out each day, whatever the weather, with access to stimulating activities that promote all areas of learning. For example, they develop physical skills as they walk and balance on the wooden blocks and use their powers of observation to 'find' numbered or colour items placed around the garden. Children eagerly explore the natural world and begin to learn where food comes from as they plant and eat vegetables they have grown. They talk about the sky and discuss with curiosity and interest the moon's surface. Children begin to value diversity as positive images of culture; ethnicity and gender are embedded in daily practice through staff attitudes, activities and resources. However, this is less evident in presenting resources that help enhance children's awareness of disability.

Children develop an extremely good understanding of their own self-care and the importance of good health. For example, they learn that meal times are social occasions as staff sit with them to eat. They learn about positive eating habits and listen as staff discuss healthy foods that provide energy for running around the garden. Children are confident and sociable. Staff have high expectations of behaviour and children behave extremely well, showing consideration for equipment and each other as they help tidy away and share resources. Children show developing self-control when negotiating with each other to resolve problems, with little or no input from staff. Children become highly aware of safety issues and helping to keep themselves and others safe. For example, each morning during registration they take it in turns to complete safety checks on the premises and toys. Children's work is valued and displayed attractively. Staff adopt children's

ideas and interests to provide activities that enable them to respond to challenges with enthusiasm. As a result, their self-esteem is clearly promoted and they develop many skills that will be of benefit to them in 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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