

Kingfishers Playgroup

Kingham Cp School, The Green, Kingham, CHIPPING NORTON, Oxfordshire, OX7 6YD

Inspection date	17/09/2012
Previous inspection date	23/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are extremely well qualified and knowledgeable about children's development and work together very effectively to create an enriching environment. Children are happy and eager to learn indoors and outside because they make choices about their play.
- Robust systems are in place for the safe recruitment of staff. There are high levels of supervision to ensure staff continue with professional development that will have the best impact upon the quality of provision for children.
- The pre-school manages the time when children leave the pre-school extremely well because they have forged exceptional links with both parents and others who provide care and education for children.
- Children make excellent progress in their learning and development because staff assess their abilities , track their progress and ensure they provide opportunities to engage and stimulate their interests.
- The pre-school is pro-active in accessing support for children who need specialist help. The highly effective system to support children means that staff and families work together to best meet children's individual needs.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out discussions with parents.
- The inspector conducted a joint observation with the Early Years Professional, joint manager.
- The inspector observed and talked with children during their activities, inside and outdoors.
- The inspector talked with some staff about their group of children's progress and development.
- The inspector sampled and reviewed paperwork.

Inspector

Hayley Marshall

Full Report

Information about the setting

Kingfishers Playgroup has operated from the primary school in the rural village of Kingham, near Chipping Norton since registration in 2008. Children use a purpose built room, toilets, covered outdoor area and enclosed garden. They sometimes share their facilities with the children in the reception class of the school. The pre-school opens each weekday morning from 9am until 12pm and on Tuesdays and Thursdays from 12pm until 3pm. A lunch club is available from 12pm until 1pm each day during term time only.

Currently there are 39 children on roll. Children aged three and four years are funded for free early education.

The pre-school supports a number of children with special educational needs/or disabilities, and those who learn English as an additional language. The pre-school is managed by a parent run committee and is a registered charity. There are seven members of staff. the two managers hold Qualified Teacher Status and Early Years Professional Status respectively. Three further staff are qualified to level 3 and two staff are qualified at level 2.

The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's independence further by helping them use and return resources appropriately, such as during painting activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy a vibrant pre-school rich with activities that engage and excite them owing to careful planning by staff. Children make excellent progress in their learning and development because staff have an exceptionally good understanding of child development and how they learn best. When children need additional or specialist support, staff access services that will best meet their individual needs. Staff quickly assess children's needs as each 'key person' linked to individual children gathers extensive information from families and those who also provide care for children, in order to establish their starting points. Staff work together to target children's gaps in learning and ensure that all achieve the skills they require to prepare them for their future learning.

Staff plan extremely thoroughly overall for children's personal development, so children gain an excellent sense of independence through selecting the resources they want to use, and moving these around the pre-school as they develop their own ideas. Children handle natural, tactile materials. such as pieces of wood and bone that spark their curiosity. Children enjoy creating pictures on an easel but they cannot always reach the aprons that are provided to protect their clothes from when painting.

Staff ask skilful open ended questions of children helping them to think for themselves and propose their own ideas. Children are active learners who challenge themselves and persevere with tasks. They create their own ideas such as building a racetrack from large

bricks and negotiate and discuss their plans together. When the children face a difficulty such as, the climbing frame being in the way, they adapt their ideas and change its pathway. Consequently, children are highly motivated and display high levels of engagement in learning that will help them when they eventually move on to school.

The contribution of the early years provision to the well-being of children

An extremely well-established key-person system means that children quickly settle and feel secure at the pre-school. The pre-school is sensitive to the children's and parents' need to feel confident in their care and welcome parents to stay at the pre-school until their children feel settled.

Staff are vigilant in assessing potential risks to children and operate extensive systems to maintain a safe environment for them. Children also make assessments for themselves through activities that challenge them and encourage them to push their capabilities. When playing outdoors, they use the climbing frame confidently, checking there is no one at the bottom before they slide.

Staff manage children's behaviour consistently. Behaviour is excellent and they play together extremely well because they are purposefully engaged and enjoy their play through having opportunity to make choices. This system means they are confident in their learning and able to follow ideas and activities that interest them. They gain a sense of responsibility and understand the expectations adults have for them, such as by helping to tidy toys away before lunchtime.

Staff offer an excellent programme for children's physical development. Children learn about exercise through playing outdoors. They engage in energetic play helping to develop their large muscles and keep themselves fit. They learn about the importance of a healthy diet through eating balanced snacks when they feel hungry. Children manage their personal hygiene well and use tissues when they need them. They use the toilet and wash their hands independently, owing to staff establishing expectations and teaching the skills required.

Children have many opportunities to explore all areas of the required areas of learning. When drawing, children make good attempts to write their names on their work by sounding out the letters. They express themselves imaginatively in the role-play area encouraging adults to join them in their play, who do so well, so that play is extended. Children use their emerging skills in mathematics in their play by counting how many spoonfuls of dinner to feed the dolls, again following the model provided by staff.

Children are sociable and very friendly. They take turns and play together in small groups. Staff support children's understanding of the diverse world in which they live through activities that help them to learn about differing faiths and cultures. This teaching helps to create an environment that is welcoming to all children and their families.

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

Staff are highly qualified and demonstrate ambition to achieve the highest possible standards in care and education for the children. They seek out opportunities to undertake further training and disseminate good practice amongst the team. The stable staff team is very strong and all know their individual responsibilities. Managers supervise staff carefully and evaluate practice regularly, using their findings to further develop their strengths and improve any areas of weakness. Staff meetings and appraisals monitor performance. A targeted training plan aids the development of knowledge and skills. Local authority assessment of the quality of the pre-school confirms that staff are focusing attention upon areas that will have the biggest impact. As a result, the pre-school is constantly improving the care and learning they provide for children and has an excellent capacity for future development.

Comprehensive safeguarding systems protect children's welfare. Staff have undertaken valuable training to learn about safer recruitment of staff. This new understanding, along with robust induction procedures, helps to ensure that those who work with children are cleared as suitable to do so.

Staff use observations extremely effectively to plan learning for children's individual needs. Tracking of children's progress allows staff to identify when additional support is required. Staff have built superb relationships with external agencies to ensure children receive the additional support they require. Parents play a key role in the pre-school as they have chance to join the management committee. A variety of methods are used to communicate with parents. Staff and parents share photographs and comment in their children's learning journals on a daily basis, so helping parents to feel thoroughly involved in their children's care. Parents are confident in the care and education their children receive and say that they feel welcome because there is a fantastic atmosphere at the pre-school. All children, from the youngest to the oldest, receive an enjoyable pre-school experience that provides them with positive attitudes and valuable skills for their eventual move to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY369738
Local authority	Oxfordshire
Inspection number	815588
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	39
Name of provider	Kingfishers Playgroup
Date of previous inspection	23/10/2008
Telephone number	01608 659 502

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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