

Kingfisher Pre-School

St Stephens Cafe Church, Angola Road, Worthing, West Sussex, BN14 8DU

Inspection date	13/12/2013
Previous inspection date	Not Applicable

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

The quality and standards of the early years provision

This provision requires improvement

- Staff demonstrate a good understanding of their responsibilities with regard to the safeguarding and welfare requirements. Consequently, children are cared for in a secure environment.
- Staff support children's personal, social and emotional development well, enabling children to settle easily and feel safe and happy.
- Staff establish warm and caring relationships with children through an effective key person system.

It is not yet good because

- Systems for sharing information with parents about children's learning at home are not rigorous. This results in learning experiences that are not fully matched to children's needs and do not have sufficient challenge.
- The manager does not monitor the educational programmes well enough to ensure that all areas of learning are sufficiently covered.
- Self-evaluation does not include the views of parents and children in order to set challenging development plans for ongoing improvement of the provision.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities indoors and outside.
- The inspector held a meeting with the manager.
- The inspector spoke to staff about their key children's learning and development.
- The inspector sampled children's learning journeys and some required documentation.
- The inspector spoke to parents on the day of the inspection.

Inspector

Helen Edwards

Full report

Information about the setting

Kingfisher Preschool registered in 2013. It is registered on the Early Years Register. It operates from a large hall in St. Stephens Cafe Church in Worthing, West Sussex. The preschool opens from 9am to 12 noon during school term times. There are currently 10 children on roll in the early years age range, and the preschool receives funding for two-, three- and four- year olds. The preschool supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are five members of staff, four of whom hold relevant early years qualifications. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop systems to monitor coverage of all aspects of the seven areas of learning in order to provide activities and resources that give all children sufficient challenge.
- improve initial assessments of children's learning on entry to the setting and develop ways to regularly share information with parents about children's learning at home.

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

- invite feedback from parents and children on the pre-school in order to inform self-evaluation and development plans.

Inspection judgements

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

Children demonstrate that they are happy at the pre-school and they make satisfactory progress. They enjoy the activities on offer and chat freely to staff about their interests and needs. Staff talk to children about their 'listening ears', gently encouraging them to listen carefully and respond with their own ideas. Staff use effective questioning to extend children's thinking skills. Children enjoy being active and move freely around the setting and in the outside play area. They play with construction kits and enjoy peeling off stickers to create Christmas cards for their families. Staff read children stories and everyone joins in enthusiastically with songs and action rhymes. Children learn to write their own names on their work, and staff help them to recognise numbers as they practise

their early writing skills at the writing table. The manager is aware that resources are limited across the seven areas of learning and has identified this as an area for development. In the meantime they are sharing resources with their sister site and are planning to join the local toy library to extend children's choices for independent learning.

Staff observe children and assess their development regularly. They identify next steps in learning and share these with parents at six-weekly meetings. However, information gathered from parents about children's development at home is not sufficiently detailed. This results in weaknesses in the initial and ongoing assessments of children's learning. Consequently, activities do not always offer sufficient challenge in order for children to make the best progress possible.

Children with special educational needs and/or disabilities are able to access help from outside the setting because staff are proactive in seeking support from specialist agencies, for example, speech and language therapists.

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

Staff support children's physical development through activities inside and out. For example, children enjoy jumping on the bouncy castle, and they learn to stay safe and give each other sufficient space. Outside, children play in the sand pit and learn to share the resources. This means that coordination, control and movement are developing well for all children. Resources are adequate but limit children in making choices about what they would like to play with.

Children have close bonds with the staff and they feel happy and safe in the pre-school. Staff know their key children well, and plan for their next steps in learning. Staff are consistent in managing children's behaviour, and encourage them to have 'kind hands'. Staff work closely with children who need additional help to increase concentration levels and listen carefully to instructions.

Staff support children's understanding of healthy lifestyles through offering a variety of fruit to taste. Children say that they have enjoyed foods they have not tried before, for example, plums. Children learn to take care of their own personal hygiene routines and they understand how to stay safe behind the gate at pick-up times.

Staff understand their responsibilities in keeping children safe from harm. They know the procedures to follow if they have concerns about a child and are experienced in working with outside agencies to support children and their families. Staff work with the local schools to support children's move onto reception, and they meet with future reception teachers to share children's needs for learning and development. The staff take children to visit a local reception class to prepare them for their move.

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

The manager aspires to improve the provision. She has created an annual plan for staff training and reviewing practice to identify how best to improve outcomes for children. She understands her obligations in fulfilling the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Recruitment and vetting procedures are thorough and comply with statutory requirements to ensure staff are suitable to work with children. All staff implement the pre-school's policies and procedures to protect children's welfare.

The manager supports staff through annual appraisals and regular meetings to review and discuss practice. However, parents and children do not have regular opportunities to voice their opinions on the provision. At weekly staff meetings, all members of staff discuss children's progress and their next steps in learning, and then plan activities to support them. However, not all activities are sufficiently challenging. The manager does not monitor the delivery of the educational programme with sufficient rigour. As a result, she does not ensure that all aspects within each area of learning are fully covered. She does however, monitor the learning and development of the children, and with her staff, identifies those children in need of additional support. This ensures that children who are underachieving are identified early and extra help is put in place for them. They then have the best chance of catching up with their peers. She is aware of the lack of resources and is taking positive steps to address this.

Parents are pleased with the setting, and say that the routine at pick-up times ensures the children's safety. They say that their children settled easily and enjoy coming to play because the staff are warm and welcoming.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY462613
Local authority	West Sussex
Inspection number	922551
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	10
Name of provider	Kingfisher Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07504170949

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Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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