

# Kingsley Kingfishers Pre-School

St. Werburghs C of E Cp School, Holt Lane, KINGSLEY, Stoke-on-Trent, ST10 2BA

<b>Inspection date</b>	12/03/2014
Previous inspection date	18/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Rigorous planning and assessment supports children's learning and development across all areas of the Early Years Foundation Stage.
- Children are making good progress and their development is supported through well targetted individual educational programmes.
- Professional development for staff is a high priority; all staff have training plans in place that are formulated through appraisal and supervision sessions.
- Partnerships with other providers are good and information is used effectively to support children's learning and development.

### It is not yet outstanding because

- Teaching is not always consistent with some practitioners stronger than others.
- Parents are not always sufficiently encouraged to contribution to assessments such as the progress check at age two, to provide a clear overview of children's learning.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play both inside and outdoors, including staff interactions with children.
- The inspector held discussions with parents and staff members.
- The inspector looked at documentation including safeguarding procedures, child development records and planning, disclosure check information and staff qualifications.
- The inspector completed a joint observation with the early years professional.

## Inspector

Lynsey Hurst

## Full report

### Information about the setting

Kingsley Kingfishers Pre-School operates from a purpose built site at St Werburghs Church of England County Primary School. It is managed by a voluntary management committee, made up of parents at the pre-school and members of the school and local community. The pre-school opens in term time only, from 7.30am to 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

There are currently 36 children on roll, all of whom are in the early years age group. The pre-school offers funding for early years education for two-, three- and four-year-old children. The children come from a wide catchment area. The pre-school supports children who have learning difficulties and/or disabilities. They employ eight members of staff, seven of whom hold appropriate early years qualifications at level 3 or above, including an early years professional. The setting also offers before and after school clubs, and has recently introduced a holiday club.

### What the setting needs to do to improve further

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

- improve further the system of monitoring and evaluating the quality of teaching to promote consistency across the staff group
- encourage parents to contribute to assessments to ensure children's learning is consistently supported within the setting and home environment.

### Inspection judgements

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

The quality of teaching is generally good and some is outstanding; children have access to a variety of planned and free choice activities. Activities are based around children's interests to ensure the children are motivated to learn. A letters and sounds activity used super heroes as the basis for listening for and identifying initial and end sounds of words as children discuss the powers of each character. Children's learning and development is supported by challenging and stimulating activities that cover all seven areas of learning. Staff encourage children to remain focused and on task, giving children opportunities to plan and adapt their play whilst supporting them when and if necessary.

Staff create a welcoming environment and children are confident to leave their parents and carers with little support. As a result, children soon settle and engage in activities. Younger children's emotional needs are met by staff who respond to children who seek reassurance from a familiar adult. Staff have a good understanding of children's learning

and development needs through rigorous observation and assessment. This results in effective planning for both adult-led and child-initiated activities that support all children's individual needs. Parents are involved in initial assessments to evaluate starting points and share information regarding learning at home. However, they are not always sufficiently encouraged to contribute to ongoing assessments, such as the progress check at age two, to provide a clear overview of children's achievements, both in the setting and at home.

Child-initiated activities are supported by the effective deployment of skilled staff who support children to explore and experiment whilst supporting their learning and language development through skilful questioning. For example during a painting activity children are asked how to make the paint lighter, children are given time to think and respond and then experiment with their idea.

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

Key person arrangements are well established and support children's emotional development. As a result, children are confident learners and have good relationships with all staff. Children are well behaved and have a clear understanding of the routines of the day. They respond appropriately to activities, such as, tidy up time and children encourage peers to help. Staff use positive praise to encourage children's self-esteem and independence skills. During a construction activity, a staff member moves a construction brick nearer to children to support them to find it. The staff member then praises the children for good looking. Children share equipment and resources with peers and staff remind children about the effort others may put into their work and why they should not spoil it. This results in children respecting others. For example, if children drop objects on the floor they pick them up so others can use them.

Children are aware of the need to wash hands before meals and after messy activities. Children's independence skills are promoted at snack time, as they are encouraged to pour themselves a drink of milk or water and they butter their toast or crackers. Snack time is a relaxed social time with children sitting and talking together. Children are encouraged to manage risk through activities, such as building with bricks.

Links with the school are excellent, the school and setting work closely to ensure transition arrangements work effectively through regular open-door days in the reception class. This enables children to visit the reception class throughout the year and become familiar with teachers and the environment prior to starting school. Links with other providers are strong and information is shared, resulting in consistency for children's learning and development. Both the indoor and outdoor environments are well resourced and provide children with opportunities to develop their learning.

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

The staff group are well qualified and experienced. The quality of teaching varies from good to outstanding. However, a more robust system for monitoring staff practice is needed in order to ensure that best practice is identified and is consistently used by all

staff. The early years professional monitors and evaluates the learning and development opportunities for all children. Cohort tracking helps to identify gaps in individual children's learning and development; this is used to provide targeted intervention to close gaps. The staff group is consistent and turnover of staff is very low, which helps to maintain effective relationship with parents.

The staff team are motivated and want to improve the quality of the service they provide. Staff are involved in the self-evaluation process, which is reviewed regularly. Annual appraisals and regular supervision support staff with continuing professional development. Individual training plans are in place, which address any training needs.

All staff have undergone relevant suitability checks. Disclosure and Barring Service checks are completed every three years. Clear procedures are in place to establish the ongoing suitability of staff through annual declarations. Robust recruitment procedures are in place, which are then supported by an induction and mentoring process. All staff have completed mandatory training around safeguarding and child protection. They are aware of their responsibilities relating to children's welfare. Policies and procedures are reviewed regularly and staff are involved in this process.

Parents are actively engaged in their child's learning and development; they share information with the setting on entry, at parents' evenings, family learning hours, through home link boards and regular reviews of children's interests. Parents spoken to said the settings was 'fantastic' and that they 'prepare the children well for school and that transition was easy and natural'. Overall parents feel the setting is well organised and supports children's development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY368010
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	857874
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Kingsley Kingfishers Pre-School Committee
<b>Date of previous inspection</b>	18/09/2008
<b>Telephone number</b>	07891 861763

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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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