

Covingham Kingfisher Pre-School

Covingham Library & Playschool, Lovell Close, Covingham, Swindon, SN3 5BT

Inspection date

18/03/2014

Previous inspection date

21/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Staff encourage the children to question and explore, observe and talk about their surroundings and resources.
- Staff model language well, develop children's ability to express their ideas and extend their use of new words.
- Staff accurately monitor children's development. They use the information effectively to plan experiences that interest and challenge children so they make good progress.
- Staff keep parents well informed of their child's progress and encourage them to support their children's learning at home.

It is not yet outstanding because

- There are missed opportunities for children to make full use of different resources outside such as play materials that children can move and use in different ways to fully support their learning and development.

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 staff interacting with three- and four-year old children in all three play rooms and the outdoor play area.
- The inspector spoke with staff and children throughout the inspection.
- The inspector met with the manager.
- The inspector sampled documentation, including the complaints record, evidence of staff suitability, policies, children's records, the accident record and the pre-school's self evaluation document.
- The inspector spoke with several parents and took their views into account.

Inspector

Rachel Edwards

Full report

Information about the setting

Covingham Kingfisher Pre-School is a privately owned group. It opened in 1996 in its present name, having been Dorcan Playgroup since 1971. The setting comprises of three rooms plus a kitchen, hallway and toilets in St Paul's Church centre. It also has access to a fourth large hall. All children share access to a secure, enclosed outdoor play area. The setting serves a wide area. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. In addition to the pre-school session, the setting has a breakfast club, lunch club and wraparound session (for children up to eight years), a toddler group and a stay and play session for parents, each week. The group opens five days a week during term times. Sessions are from 8am to 3pm. There are currently 47 children on roll in the early years age range. The pre-school receives funding for free early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school employs six staff to work with the children. The manager has an early years honours degree, four other staff hold appropriate qualifications at level 3 and the other member of staff is working towards a level 3 qualification.

What the setting needs to do to improve further

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

- Enhance outdoor play experiences so that children can move and use resources in different ways to fully support their learning and development.

Inspection judgements

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

Staff have a thorough understanding of how to support children's learning and the quality of teaching is consistently good. Staff present interesting ideas in a lively manner and because of this, children listen attentively and want to learn. Staff monitor accurately children's progress by frequently observing their play. Staff encourage parents to share children's achievements from home so they have a full picture of children's development. Planning takes account of children's interests and what each child needs to learn next. Children make good progress including those with lower starting points. Parents may see their children's learning journals or speak with their key person at any time and they receive summaries of their children's progress each term. Parents receive a weekly newsletter with information on activities for the coming week, including suggestions of how they can extend children's learning at home.

Staff build on what children already know and can do. For example, children were

interested in a bird's nest, so staff built on this by bringing in different types of eggs. Staff encouraged children to look closely at these and draw them. They provided factual bird books to extend their knowledge. Staff encourage children to test out ideas, such as predicting whether objects will sink or float. Staff model having inquisitive minds as they urge children 'it's fun to guess first'. Staff work alongside the children and support them in their activities, explorations and play. They also give children time and opportunity to explore their own ideas, play with resources and use their imagination and creativity. Through doing this and practising the skills that they have learned, the children learn to apply their knowledge in different situations. They are developing the important skills they will need as they move into formal education.

Staff teach children the early stages of reading, writing and mathematics. Staff use a nationally recognised programme to provide enjoyable activities every day that develop children's listening skills. Children learn to distinguish sounds in words and begin to link these sounds to letters. They have many opportunities to practise early writing skills such as chalking, painting or making patterns in wet sand, which helps develop hand muscles and coordination. Older children begin to write recognisable words such as their names on pieces of art. Staff use spontaneous opportunities to help children develop their understanding of mathematical concepts. Children confidently count plates or share fruit at snack time.

Staff develop children's speech exceptionally well so that children become confident, fluent talkers. Staff are careful not to bombard children with questions but rather engage them in conversation. They expand children's vocabularies by using new words and providing exciting experiences, such as a visit from a rabbit. They encourage children to have enquiring minds and teach them how to ask interesting questions. Using a bag of interesting props, they encourage children to look closely at the objects and wonder 'what does it remind you of?' and 'I wonder what it does?'. Children develop a real love of books. They listen attentively to well chosen stories that staff read with enthusiasm and enjoyment. Staff encourage them to participate with questioning comments, such as 'I wonder why he is crying' and this sparks excited discussions 'because he broke the chair' and 'how did he do that'.

Children can choose to play outside for much of the session, where they can play with a variety of resources. Staff have constructed a small 'outdoor classroom' but have been slow in getting this ready for the children to use. Staff do not always provide a sufficiently wide range of resources outside that children can move about and use in different ways to help them further develop their ideas and encourage them to find out more.

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

Children feel happy and secure in the pre-school. They greet staff and peers and quickly become absorbed in their play. They form strong attachments to the staff, who are warm and attentive. From this solid base, children gain the confidence to play independently and cooperatively with others, make choices and express their needs and ideas. Staff are good role models and provide clear guidance for how they expect children to behave. Children

respond well to this and their behaviour is exemplary. They are polite and kind to one another, saying things such as 'shall we swap, we always share' and 'I can do that for you'. Staff use stories and puppets to help children understand different emotions, for example, they talk about whether a giant might make them feel frightened, anxious or worried.

A wide range of resources are stored where children can choose and reach for themselves so they become highly independent. Children move confidently between the rooms and outdoor area, managing their personal care with little help; one child proudly announces 'I put my cardigan on all by myself'. They visit the toilet and know why it is important to wash germs off their hands before snack. Staff provide a variety of healthy and nutritious snacks. They introduce children to different tastes and textures that encourage them to eat well. Recently, children helped make vegetable soup and bread and invited parents to share a healthy lunch with them. Staff inform parents of what the children have eaten at the end of the week and plan to display the weekly menu so parents are informed beforehand in the future. Children are physically active every day and staff talk to them about the benefits of exercise. They enjoy playing outside where they can run and get out of breath and they also look forward to a weekly dance class with an outside teacher.

Staff follow procedures that help keep children safe. Staff are well deployed and they supervise children closely when they are playing inside and outdoors. The premises are secure so that children cannot leave unsupervised and visitors cannot enter unannounced. There are safe arrangements in place for the busy periods when children are arriving and leaving. All staff have current paediatric first aid training so they can respond appropriately if there is an accident, including recording any accidents and informing parents on the day. Children learn to play safely for example, by following instructions that adults give, learning to handle knives and other tools safely and putting away toys so others do not trip on them.

Children are well prepared for their move into school. They visit the local reception class and the teacher visits them in the pre-school so they get to know one another. Staff help children acquire the skills they will need so they can make independent choices, play cooperatively, follow instructions and manage their own personal care.

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

The leadership team and staff have a thorough knowledge and understanding of the welfare, learning and development requirements of the Early Years Foundation Stage. They follow comprehensive policies and procedures and regularly attend training to ensure they meet all requirements.

There are effective systems in place to safeguard children. All staff have received training and regularly update this concerning child protection issues. They fully understand their responsibilities to safeguard children and confidently describe what they must do if they have concerns. Staff use daily check lists to help keep the premises safe, such as checking

doors are locked and alarms switched on. The manager has attended safer recruitment training and follows robust procedures to check that staff are suitable to work with children. The safeguarding policy and procedures include what to do if an allegation is made against a member of staff and covers the use of mobile phones and cameras in the pre-school. Staff understand these procedures. The whistle blowing policy encourages them to raise any concerns about the pre-school and they express confidence in doing this.

The manager has effective systems in place to monitor the curriculum and children's progress. She is in the setting each day and speaks warmly and enthusiastically with the children, who she knows well. She ensures that staff plan a varied and interesting range of experiences that cover all areas of learning. She oversees children's developmental records to check that all staff are making accurate assessments of children's progress and that they are planning activities that will interest and stretch every child to help them achieve as well as they can. This close monitoring ensures that staff pick up very quickly when children are progressing more slowly than expected. The manager ensures that appropriate help is sought so that children receive the help they need, for example, from speech and language therapists. She coaches less experienced staff by sharing the responsibility for a group of children with them. The manager routinely observes staff interacting with the children and uses this to discuss ways of improving the already good teaching practice.

The joint owners take the roles of supervisor and manager and both are in the pre-school every day, which helps them monitor the quality of the provision. The management and staff reflect on their practice every day and at weekly staff meetings. Together, they review the success of activities and shape future plans based firmly on children's needs, comments and interests. Parents are routinely invited to comment on the provision, such as on the weekly activities sheet they receive. Their comments are acted upon, for example the pre-school now provides a breakfast club for parents and children to tie in with the earlier opening of the primary school. This removes some of the early morning stress for parents and children, so they are happy and ready to start their day at pre-school. Improvement plans are generally well-focussed and some have been implemented, such as purchasing a laptop computer for children's use and supporting staff training so that all will hold at least level 3 qualifications in childcare. However, progress in some areas, such as developing the outdoor play area has been slower.

The management and staff work closely with parents, helping them support their children's learning and working together to resolve difficulties, such as eating or behaviour problems. Parents say how much their children enjoy attending the pre-school and how well they are progressing. They value the guidance staff give them in helping them support their children's learning at home.

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

Unique reference number	511586
Local authority	Swindon
Inspection number	954470
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	47
Name of provider	Covingham Kingfisher Pre-School Partnership
Date of previous inspection	21/10/2009
Telephone number	01793 434221

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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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