

# Kingfisher Pre-School

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

<b>Inspection date</b>	11/11/2014
Previous inspection date	13/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- The staff give clear messages that support children's growing understanding of a healthy lifestyle. This means children learn to understand the importance of hygiene and eating healthily.
- Established partnerships with external agencies means that the needs of children with special educational needs and/or learning disabilities are met. Therefore, children are making progress and are successfully closing identified gaps in their learning.

### It is not yet good because

- The planning and organisation of group activities are not effective in supporting children's learning fully.
- The induction process is not robust. This means that some of the staff are not fully secure in knowing their roles and responsibilities. Consequently the children's learning and care are not effectively supported.

## 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 sampled a range of documentation, including medication and accident records, children's attendance records and development files, staff files and the setting's safeguarding and complaints policies and procedures.
- The inspector held ongoing discussions with the staff and the manager throughout the inspection, including discussions about safeguarding.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a meeting with the manager and deputy manager to discuss leadership and management, and conducted a joint observation with the manager.
- The inspector observed children and staff in all inside and outside areas of the setting.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Kingfisher Pre-School registered in 2013. It is one of two pre-schools run by Kingfisher Pre-School Limited. It operates from a large hall in St. Stephen's Cafe Church in Worthing, West Sussex and provides part-time and full-time care. The pre-school operates during term time only. It is open Monday, Tuesday and Friday from 9am to 12pm and on Wednesdays and Thursdays from 9am to 3pm. All children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register. There are currently 25 children attending in the early years age group. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children who are learning to speak English as a second language. The pre-school employs six members of staff. Of these, five members of staff hold appropriate early years qualifications at level 3. One member of staff is working towards a qualification. 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:

- improve the planning of group activities to ensure the staff effectively organise and offer challenging but achievable experiences that meet children's individual learning needs.

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

- strengthen the induction arrangements to ensure all the staff are fully aware of their roles and responsibilities.

## Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to help children make suitable progress towards the early learning goals. This helps the children to prepare for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, they enjoy using the caterpillar apparatus to crawl through and climb over. Children also enjoy drawing shapes with marker pens on whiteboards. This helps them learn to coordinate their smaller muscle movements. Staff help children to develop some understanding of the world around them. For example, children are able to

enjoy splashing in muddy puddles in the outside area. They also enjoy making and painting large poppies from paper plates as the staff discuss and talk to them about Remembrance Day. Activities such as these help the children to develop skills in creativity as well as supporting their communication and physical development.

The quality of teaching is generally appropriate. Staff encourage and involve children in activities such as tidying their toys away. This helps children to develop positive relationships and work collectively with their friends. Staff also position themselves at the children's level and consolidate children's growing vocabulary by naming items and using some meaningful open-ended questioning. This helps the children to develop their conversational skills. Staff use simple mathematical language and invite children to name the shapes that they draw. They also encourage more able children to word-build by using phonic sounds to help them to name the staff photographs they see. This supports the children's developing literacy skills as well as their understanding of shape and measure.

Staff use the information they gather from their observations to help children achieve appropriately overall. They identify children's starting points through conversations with parents and through the admission forms that parents complete. Staff complete regular observations that identify children's achievements and their next steps in learning. They then use this information to plan and provide some activities that help to meet the children's individual learning needs and interests. However, the planning and organisation of adult-led activities are not fully effective and sometimes do not offer children achievable experiences. Therefore children struggle to meet the learning intentions. For example, during circle time, the staff asked the two-year-old children to identify their written names. In addition to this, other adult-led group activities are not well organised. For example, when children are asked to help make some icing and decorate cakes, the staff spend a great deal of time in a supervisory role, sorting out resources for children to use. Furthermore, the process of making icing takes a long time and children lose interest and turn to other activities. Consequently, staff do not provide valuable learning opportunities at these times.

Parents are involved in their children's learning. Staff regularly share information regarding the children's care and achievements. For example, every half term they invite the parents to look at the children's learning journals and next steps and discuss their progress. In addition to this, they hold discussions with some parents on how to support their child's communication by using visual aid cards. This promotes a cohesive approach to children's learning.

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

There is a suitable key-person system in place. This provides continuity and consistency of care for the children. Staff implement appropriate strategies to help them to settle new children. For example, they encourage parents to participate in settling-in visits that reflect the children's needs. They also discuss information about the children's interests and routines at home. This enables staff to have a detailed understanding of children's individual needs. All children, with the exception of those very new to the pre-school, are

happy, settled and display suitable levels of confidence and self-esteem. For example, older children confidently informed staff of what they wanted to do, assertively stating how they wanted to just watch the cake-icing activity. Children proudly share their achievements with staff, for example when they have finished their creative activities.

Children of all ages have sufficient space to explore the toys and equipment and staff allow plenty of time for children to engage in free play. The learning environment in terms of the equipment and resources available is organised suitably overall. For example, toys and resources are easily available in low-level furniture. This gives children opportunities to develop their choice and decision-making skills and direct their own play. However, the weaknesses in the organisation of adult-led group activities sometimes have a detrimental impact on the children's learning.

Staff encourage children to develop appropriate habits and behaviour, considering their own needs and those of others. The staff are friendly, polite and encourage use of courteous manners, such as saying 'Thank you'. They use lots of praise for children's achievements and efforts. This helps children to develop positive self-esteem. Some children have a clear understanding of the rules of expected behaviour. For example, they independently share their glue sticks with other children so they can enjoy the activity as well.

Children are developing a sound understanding of how to keep safe as staff explain why they must hold the banisters when negotiating stairs. Staff encourage children to engage in regular routines that promote their understanding of good hygiene. As a result, children know they must wash their hands before meals and after using the toilet. Staff encourage younger children to develop some self-care skills. For example, they provide tissues so children can independently wipe their noses and then remind them where they need to place the used tissues. Children develop a good understanding about healthy lifestyles. Staff talk to them about keeping their hoods on their coats up to help to keep their ears warm in windy conditions. They enjoy occasional trips to the supermarket to buy the fruit for their snacks and are able to make choices about what they want to eat. Staff support children in being physically active. All children have daily opportunities to play outside. This means they can regularly enjoy fresh air and opportunities to develop their physical skills.

Staff implement appropriate strategies that help to ease children's fears when they move to school. For example, they create a school environment in the role-play area and engage in conversations with children about the new routines and environments. Children are also able to go for walks to see their local school's outdoor environment. Strategies such as these help them gather confidence and familiarity.

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

The management team has a sound understanding of their responsibilities in meeting the learning and development requirements overall. However, there are weaknesses in the

planning of adult-led group activities to ensure they effectively provide challenging, achievable and interesting experiences that meet children's developmental needs.

Staff's knowledge and understanding of implementing the safeguarding and welfare requirements are also sound. Arrangements for safeguarding children meet requirements. Staff and management have a clear knowledge of the procedures to follow when child protection concerns are raised with children or adults. Staff conduct and regularly review risk assessments to help to ensure that children can play and learn in safety. For example, staff are vigilant in ensuring safety gates on stairs are closed. Visitors also have to record their times of arrival and departure when visiting the pre-school. Staff and management meet the adult-to-child ratios at all times. Staff deployment is appropriate as children are within sight and hearing of staff at all times.

The management team uses robust recruitment and vetting procedures to appoint staff. For example, they take up written references, and enhanced Disclosure and Barring Service checks are completed for each member of staff. This means that management takes positive steps to ensure the staff are suitable to work with children. However, the induction procedure for staff is not fully effective. This is because some members of staff are not secure in knowing the medical records procedures. In addition to this, the deputy has not yet completed a management induction despite standing in for the manager on a regular basis. The management team regularly observes and monitors staff practice, and regular staff supervision and appraisals take place. In addition to this, regular staff meetings enable staff to discuss any concerns they have about children's progress. These meetings help management to identify staff training needs and secure opportunities for their professional development. This effectively supports and helps drive improvement within the pre-school and therefore benefits the children.

The management team has adequate systems overall to evaluate its provision and practice. With the help of the local authority, the management team has implemented new documentation to make children's assessment more effective and to improve its practice. Staff have also further defined the areas of play within the pre-school, so that children can utilise spaces as effectively as possible. Management and staff have appropriately addressed actions and recommendations made previously at the last inspection. For example, the manager and deputy now complete monthly reviews and implement action plans for any weaknesses. This monitoring helps to ensure the coverage of all aspects of the seven areas of learning and that all children receive sufficient challenge as they learn through play. Staff have also improved systems to identify the children's starting points for learning; they seek information from parents about children's learning at home and gather their views on the pre-school. For example, they have introduced admission forms that parents complete. They now hold informal conversations with parents and have sent out a questionnaire requesting parents' opinions. These systems help to support the children's learning and development and continuous improvement in children's outcomes.

Parents are pleased with the provision that the staff provide. They say that 'the staff are fantastic, really friendly and caring' and that they are pleased with how they are included in their children's learning and care. There are established links with other agencies and staff offer ongoing support to children who have special educational needs and/or disabilities, creating individual plans to support their care and education. As a result,

children are making progress and are closing identified gaps in their learning.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY462613
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	962929
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Kingfisher Pre-School Limited
<b>Date of previous inspection</b>	13/12/2013
<b>Telephone number</b>	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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