

Kingfishers Pre-school

Kings Hall, Kings Chase, Brentwood, Essex, CM14 4LE



Inspection date

5 October 2015

Previous inspection date

13 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are well protected because staff have a good understanding of their responsibility to safeguard children. Well-organised daily routines help children learn how to keep themselves and others safe.
- Children achieve well because teaching is good. The provision for disabled children and those with special educational needs, and children who speak English as an additional language, is exceptional. There are strong partnerships with other professionals, and some members of the staff team have expertise in these specific areas of practice.
- Partnerships with parents are a real strength of this setting because all parents are included. They regularly receive information about their child's progress and are highly engaged in their children's education.
- Children are well prepared for the move to school and there are good arrangements and strong links with the receiving schools. Good partnerships with other providers ensure the continuity of learning and care.
- The pre-school is well led and managed. Systems for evaluating the provision are good and take into account the views of parents, children and staff.

It is not yet outstanding because:

- On occasions, staff do not always give children enough time to think before responding to questions.

What the setting needs to do to improve further

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

- give children sufficient time to think and organise their thoughts when responding to questions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Vicky Turner

Inspection findings

Effectiveness of the leadership and management is good

The highly experienced manager provides strong leadership for the effective and committed staff team. Children are well protected and safeguarding arrangements are effective. Rigorous vetting and induction procedures ensure that staff are suitable to work with children. There are good arrangements for monitoring children's attendance. The curriculum provides rich, meaningful real-life experiences that interest and engage all children, contributing to their good progress. Staff access regular training opportunities relevant to their roles. They are well qualified to support children's varying and sometimes complex learning and development needs. Staff are reflective of their practice and willing to adapt and change their approach to meet the needs of the children. New systems for monitoring staff performance are effective.

Quality of teaching, learning and assessment is good

Regular accurate observations enable staff to plan interesting learning opportunities that engage and challenge the children. As a result, children are well motivated, curious and confident to explore. Talk-time sessions provide good opportunities to develop children's communication and language skills. They participate in an interactive story session, practise correct letter formation and begin to link letters and sounds. However, on occasions, staff do not always give children time to think before responding to questions. Bilingual staff are highly successful in enabling children who speak English as an additional language to access the learning. Children curiously investigate the flow of water through pipes and guttering on the water wall, and thoroughly enjoy parachute games. Good systems for observation and assessment enable staff to track children's progress and identify any gaps in the learning of different groups of children. Parents contribute to their children's initial assessment and receive good advice on how to support their children's learning at home.

Personal development, behaviour and welfare are good

Children thrive well in this well-organised, stimulating and safe learning environment. They experience secure, trusting relationships with the staff and happily engage in a range of interesting activities. Children show increasing personal independence and manage their self-care well. Staff support children with developing good social skills, such as sharing and taking turns. Children's behaviour is exemplary because they know the rules and understand what is expected of them. Children's efforts are acknowledged and praised, which boosts their self-esteem. Visits to places of interest in the local area and beyond help to extend children's knowledge of the wider world. Children learn about other people's cultures and beliefs. Daily physical activities and healthy snacks contribute well to children's good health.

Outcomes for children are good

Children make good progress and basic skills are taught well. Additional funding is used successfully to improve outcomes for individual children. All children are developing the necessary skills for future learning.

Setting details

Unique reference number	508880
Local authority	Essex
Inspection number	869371
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	45
Name of provider	Kingfishers Pre-school Committee
Date of previous inspection	13 January 2011
Telephone number	01277 224326

Kingfishers Pre-school was registered in 1986. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school is open four days a week during term time only. Sessions are from 9.30am until 12pm and 12.30pm until 3pm on Mondays and Thursdays, and 9.15am until 1.15pm on Tuesdays and Fridays. The pre-school provides funded early education for two-, three- and four-year-old children.

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