

Kingfisher Pre-School

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



Inspection date	6 November 2015
Previous inspection date	11 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The new manager has worked hard with the pre-school supervisor and staff team to make many changes since her appointment in September. These have significantly improved the quality of teaching and support for children's learning.
- Children thoroughly enjoy their time at pre-school and make good progress in their learning and development. Staff are highly skilled in addressing children's individual needs and making sure all children achieve well, including those who need extra support.
- The leadership team consists of highly skilled early years professionals. They monitor the quality of provision very closely and use their expert knowledge to identify what needs to further improve.
- The staff team works extremely well together. They have been through a period of major change and disruption but recent changes have now been made which have led to a more settled, consistent and stronger team.
- Parents are very happy with the pre-school and the support for children's learning. They receive regular information about what their children are learning and regularly attend parents' meetings, social events and take part in activities to extend children's learning at home.

It is not yet outstanding because:

- Although the outside play area is used regularly to extend children's learning, further work is needed to enhance the space to provide an outstanding range of educational experiences for children.
- Systems to monitor the progress different groups of children make are still in the early stages of development.

What the setting needs to do to improve further

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

- continue with plans to further develop the use of the outside area to maximise the learning opportunities available for children
- develop the new systems in place to monitor the progress different groups of children make.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector talked to staff about their roles and responsibilities within the pre-school, particularly about how they keep children safe and how they plan for children's different learning needs.
- The inspector talked to the children and asked them what they enjoyed doing at pre-school.
- The inspector carried out a joint observation with the pre-school manager to assess the quality of teaching and support for children's learning.
- The inspector talked to the pre-school manager and supervisor about how they monitor the quality of practice and identify further improvements, including supporting new staff.
- The inspector sampled a range of documentation, such as records of children's learning and progress, safeguarding policies, confirmation of staff training and suitability checks.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management is good

The appointment of a highly experienced manager, combined with the expertise of the daily supervisor and staff, has enabled improvements to be made quickly. The new leadership team has thoroughly reviewed staff practice and the quality of the provision and rapidly put relevant changes in place. Staff performance is closely monitored and staff now benefit from regular supervision meetings and opportunities for training and professional development. This has significantly improved staff morale. Safeguarding arrangements are effective. The safety and welfare of children is of high priority to all staff and relevant systems are in place to ensure children are consistently kept safe and secure. Partnerships with schools and other agencies are well established.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff make full use of all daily opportunities, spontaneous activities and their interactions with children to enhance children's learning. For example, significant support is given towards extending and enriching children's language and speaking skills. During activities, staff talk about what children are doing; they ask relevant questions which encourage children to think and they repeat words to enhance children's vocabulary. The pre-school curriculum is broad and rich and supported by many outings and visitors. For example, children take part in the regular 'Flowerpot Club' where they enjoy gardening at the community house nearby. Weekly visits to Tesco enable children to buy food which they help to prepare for snacks each day. Staff are highly successful in capturing children's interests and enthusiasm for learning. They provide creative and imaginative activities which children thoroughly enjoy. As a result, children develop essential skills they need for starting school.

Personal development, behaviour and welfare are good

Children develop very good social skills. They learn how to share, take turns and be courteous towards one another. For example, helpful strategies, such as the soft toy 'Kingfisher Forest Friends' remind children about positive behaviour strategies, such as 'kind words' and 'helping hands'. Children form strong relationships with the staff. They approach them confidently for comfort, reassurance and support and this helps children to settle quickly and make good progress in their learning. Children have good opportunities to learn about the lifestyles and cultures of the other children and families. For example, children recently thoroughly enjoyed a visit from a Lithuanian parent who read stories to the children in both Lithuanian and English.

Outcomes for children are good

Clear planning and frequent assessment mean staff closely monitor any gaps in children's learning. This means all children make good progress. Relevant support is put in place to ensure any child who needs extra support achieves well. Funding is used appropriately to provide relevant resources and staff training to meet the learning and development needs of all children.

Setting details

Unique reference number	EY462613
Local authority	West Sussex
Inspection number	1006096
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Kingfisher Pre-School Limited
Date of previous inspection	11 November 2014
Telephone number	07504170949

Kingfisher Pre-School registered in 2013. It is one of two pre-schools run by Kingfisher Pre-School Limited in the Worthing area of West Sussex. It operates from the 'Hope Centre' attached to St. Stephen's Cafe Church and provides part-time and full-time care. The pre-school operates during term time only. It is open Monday, Wednesday and Thursday from 9.15am to 2.15pm and on Tuesday and Friday from 9.15am to 11.45am. All children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and is in receipt of funding for the provision of free early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. A team of six staff work with the children. Of these, four hold appropriate early years qualifications and two are working towards a qualification. The manager holds qualified teacher status.

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