

Covingham Kingfisher Pre-School

St. Pauls Church Centre, Lovell Close, Covingham, SN3 5BT



Inspection date

8 December 2016

Previous inspection date

18 March 2014

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

- Managers and staff are well qualified and have a good understanding of how children learn. They provide a broad range of learning experiences, and children play and explore independently. All children make good progress from their initial starting points.
- Managers and staff are good role models. They teach children to respect the opinions of others and how to manage minor conflicts by themselves. Children are kind and tolerant. They quickly learn to share and take turns.
- Partnership working with parents is good. Managers and staff keep them well informed about children's achievements and how to extend learning at home. Parents speak highly of the managers and staff team. They value the care their children receive.
- Managers lead the staff team well. They regularly evaluate the service they provide and identify areas for further improvement. Managers have addressed the recommendations raised at the previous inspection, and maintained children's good outcomes.

It is not yet outstanding because:

- Managers and staff, on occasion, do not always allow children enough time to think through their ideas, and develop a respond to the questions that they ask.
- Managers and staff overlook opportunities to challenge children's emerging writing skills to the highest possible level.

What the setting needs to do to improve further

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

- develop staff's knowledge and understanding of how to further extend on children's ideas, giving them time to think and respond to questions that staff ask
- build on the opportunities children have to develop and practise their early writing skills to the highest possible level.

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 sampled a range of documentation including attendance records; accident and incident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with one of the pre-school managers/owners.
- The inspector completed a joint observation with one of the pre-school managers/owners.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep up to date with changes in safeguarding legislation. They have a good understanding of the procedure to follow should they have any concerns about a child's welfare. Managers implement detailed recruitment and induction procedures, to help ensure all staff are suitable for their roles. Managers have a good overview of the progress of all children. For example, they monitor and track their learning and provide additional support for any identified gaps. Managers have high expectations of the staff team. For example, they monitor the impact of teaching and learning, and staff have regular one-to-one supervision and team meetings. Managers and staff continue to update their knowledge to help maintain children's good outcomes. For example, following training, staff have developed more opportunities to enhance children's outdoor learning. Good links with local schools and other settings help to promote continuity in care.

Quality of teaching, learning and assessment is good

Staff undertake detailed observations and assessments of children's learning. They use this information to plan appropriate next steps to help children progress. Overall, staff support children's language skills well. For example, they engage children in conversation and introduce new words such as 'sloppy' and 'sticky'. Staff encourage children to use their imaginations and real-life experiences in their play. For example, children pretend to go shopping. They enjoy carrying their handbags, wearing adult role-play shoes and talking on the toy phone. Children delight in exploring malleable materials. For example, they make fresh pasta and spaghetti, and talk about how the flour feels, looks and smells. Children's early reading skills are developing well. For example, they visit the library regularly and enjoy listening to, and joining in with, storytelling sessions.

Personal development, behaviour and welfare are good

Children are happy and settled. They develop secure emotional attachments to the staff that care for them. Staff teach children good personal hygiene routines that help maintain their good health, such as washing their hands regularly. In addition, staff follow children's specific dietary needs. Children spend time outdoors each day, benefiting from fresh air and exercise. They learn about the community they live in and celebrate festivals including those of people with different cultures and beliefs.

Outcomes for children are good

All children gain key skills for the next stage in their learning and eventual move on to school. They are confident, sociable and independent, and are developing a wide range of mathematical skills. For example, they identify shapes, such as hexagons, octagons and pentagons, and count, sort and match objects accurately.

Setting details

Unique reference number	511586
Local authority	Swindon
Inspection number	1068601
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	27
Name of registered person	Covingham Kingfisher Pre-School Partnership
Registered person unique reference number	RP904341
Date of previous inspection	18 March 2014
Telephone number	01793 434221

Covingham Kingfisher Pre-School opened in 1996 in its present name, having been Dorcan Playgroup since 1971. The pre-school is located in St Paul's Church Centre in Swindon, Wiltshire. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications between level 3 and level 6. The pre-school opens Monday to Friday from 9am until 3pm during school term time only. It receives funding to provide free early education for children aged two, three and four years.

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