

# Kingfisher Pre-School

Church Centre, Queen Street, Worthing, West Sussex, BN14 7BJ



## Inspection date

6 April 2017

Previous inspection date

23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff make good use of assessment systems to ensure that they understand each child's individual needs. The manager follows robust monitoring systems to check children's progress and ensure all children have equal opportunities to progress.
- Managers and staff offer huge support to parents to help them provide for their children's well-being and development. They have established excellent links between the setting and home. For example, children take books or toys to share at home.
- Children, including those who have special educational needs, make good progress from their starting points. Staff work closely with other professionals to offer additional support. Children with speech and language delays make effective progress.
- Children have wonderful opportunities to understand how to be healthy. For example, they participate in a range of activities which helps them to develop positive attitudes towards healthy foods, such as growing vegetables in a community garden.
- The manager follows robust systems to manage staff performance and help them grow professionally. She allows staff full opportunities to develop their skills and knowledge.

### It is not yet outstanding because:

- At times, staff do not act on opportunities to allow children to consider their thoughts about their discoveries or to solutions to problems they may encounter.
- Staff miss opportunities to explore further ways to extend children's thoughts and ideas, such as during their interactions with them.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop further their ideas, particularly as they learn to make discoveries for themselves
- develop further the techniques staff use to engage children to extend their thoughts and promote their thinking skills.

### Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and checked evidence of suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff and managers have a confident knowledge of the signs that may raise cause for concern about a child's welfare and of the procedures to follow in the event of such concern. The manager has immense drive to improve the outcomes for children. She follows a vast range of strategies to evaluate the provision and puts rigid action plans in place. For example, when she realised that children were not achieving as well in mathematics, she created more opportunities for children to use early mathematics in their play. Staff, parents and children all share their views to source improvements. For example, opening hours changed in line with parents' preferences to improve their children's attendance rates.

### Quality of teaching, learning and assessment is good

Staff offer children many experiences that help them to understand the world around them and to develop skills essential for their future. For example, children visit the shops and enjoy trips to the beach. Staff have strong bonds with other settings, including schools, to find out how to prepare children for their future learning. For example, to help children strengthen their hand-muscle control ready to be early writers, staff have introduced fun dough sessions. Children learn about differences that exist between people. For example, families are welcomed in to share their customs with the children.

### Personal development, behaviour and welfare are outstanding

Children's welfare is of utmost importance to staff. They consistently take extra steps to ensure children's well-being. For example, they frequently support parents to help them keep children safe and healthy. Children show high levels of focus in their play and behave impeccably. They care about each other and offer help when friends are upset. Staff and children develop strong bonds; they all operate together in the environment happily. Children have many experiences to learn how to keep themselves safe. For example, they learn about road safety as they go on frequent trips. Staff show great skills in preparing children for changes to other settings, including starting school. They use a range of systems to tackle issues, including any anxieties children may have, such as through role-play activities. Children operate with great independence in the setting.

### Outcomes for children are good

Children use numeracy frequently in their experiences. For example, they count out snacks. Children merrily join in with number songs and learn about simple addition and subtraction. Children develop their creative skills in fun ways. For example, they realise that they can make patterns on the ground by pedalling bikes through water. Children engage in early writing and recognise signs around them, developing their literacy skills.

## Setting details

<b>Unique reference number</b>	113565
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1089116
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Kingfisher Pre-School Limited
<b>Registered person unique reference number</b>	RP524792
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	07504170949

Kingfisher Pre-School registered in 1992. It operates from Queen's Street Church in Worthing, West Sussex. It is open on Mondays, Tuesdays, Thursdays and Fridays from 9.15am until 2.15pm. The setting receives funding for the provision of free education for children aged two, three and four years. The setting employs eight members of staff. Of whom, six hold recognised early years qualifications at level 3 and the manager has achieved qualified teacher status.

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