

Kingsley Kingfishers Pre-School



St. Werburghs C of E Cp School, Holt Lane, Kingsley, Stoke-on-Trent, ST10 2BA

Inspection date	12 October 2017
Previous inspection date	12 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to provide Ofsted with the information required to check the suitability of all members of the committee. The manager and provider's evaluation and monitoring of staff is not yet rigorous enough to help raise the quality of teaching to an outstanding level and tackle minor variations in practice.
- Occasionally at group times, staff do not promote children's high levels of engagement and concentration.

It has the following strengths

- Staff use additional funding effectively to help children quickly grasp new skills and attend the pre-school more regularly to promote their learning further.
- Staff effectively observe, assess and plan for children's learning to help them make good progress and build on their interests. Activities reflect children's learning styles.
- Staff involve parents in all aspects of their children's development and they give them the confidence to successfully promote children's learning at home.
- The arrangements for when children move on to school are exceptionally strong. Staff arrange for children to visit school throughout the year to help them become familiar with school and the teachers. Children develop positive attitudes about their move on to school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide Ofsted with the necessary information required to check the suitability of all members of the committee.	01/12/2017

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

- strengthen supervision of staff practice to help tackle minor variations and raise the quality of teaching to an outstanding level
- build on all children's ability to concentrate and engage in activities from the beginning to the end, during group times.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager, early years professional and chairperson of the committee. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to provide Ofsted with the necessary information needed to check the suitability of all committee members. However, the impact on children is minimised as the chairperson ensures unchecked committee members do not carry out any responsibilities that relate to the safeguarding and welfare of children. Safeguarding is effective. Despite the weakness, all staff have a good understanding of the procedures to report child protection concerns. The manager follows safer recruitment procedures to help check the suitability of all staff. Monitoring of the curriculum and children's progress is effective. The early years professional identifies ways to accelerate children's outcomes further. She has delivered training to staff on mathematics and literacy to develop their knowledge and skills, and further promote children's progress in these areas. Key persons quickly identify any children who need additional support in their learning. Alongside the special educational needs and disabilities coordinator, staff seek support from parents and other professionals and agree strategies with them. Staff consult parents on ways to develop the pre-school. For example, they have used parent's feedback to identify ways to enhance the garden.

Quality of teaching, learning and assessment is good

Staff invite parents to share their skills to extend children's learning. For example, children enjoy doing scientific experiments with a parent who is a science teacher. This helps to develop their understanding of the world. Staff understand that some children prefer to learn outdoors and offer a good range of activities to promote this. For instance, in the garden, children explore fruit and herbs using their senses. They use tools, such as scissors and knives to chop up the food. Children develop their play using their imaginations as they make magic potions by mixing ingredients together to turn staff into mermaid princesses. Staff skilfully adapt their teaching to support the less-able children to recite numbers and the most able children to match number to quantity.

Personal development, behaviour and welfare require improvement

Due to the weaknesses in leadership and management the provider is not promoting children's safety and welfare to a good level. Nevertheless, staff care for children with compassion and sensitivity, and manage children's behaviour effectively. They have a strong focus on promoting children's healthy lifestyles. They teach children about the impact of eating and drinking too much sugar. For example, staff put shells in fizzy drinks and children observe the change that takes place, likening it to tooth decay.

Outcomes for children are good

All children make good progress. Gaps in children's learning are narrowing over time. Those two-year-olds who the pre-school receives funding for are developing the skills, they need for the next stage in their learning, such as talking to and playing alongside other children. Older children are learning the skills they need for school, including recognising letters and their sounds and linking words together that start with the same letter sound.

Setting details

Unique reference number	EY368010
Local authority	Staffordshire
Inspection number	1102101
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	25
Number of children on roll	40
Name of registered person	Kingsley Playgroup (Staffordshire Moorlands) Committee
Registered person unique reference number	RP527660
Date of previous inspection	12 March 2014
Telephone number	07891861673

Kingsley Kingfishers Pre-School registered in 2008. It is managed by a voluntary management committee and is one of two settings operated by the same provider. The pre-school also offers before- and after-school care and a holiday club. It is open from 7.30am to 6pm, all year round, except for bank holidays. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. There are nine members of staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years professional status.

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.

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