

Kingsley Kingfishers Pre-School



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

Inspection date	8 June 2018
Previous inspection date	12 October 2017

	This inspection:	Good	2
The quality and standards of the early years provision	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 provider has addressed the action from the previous inspection. They have provided Ofsted with all the necessary information to check the suitability of all committee members.
- Monitoring helps to ensure that individual children receive the help they need in their learning and that any differences between different groups of children are reducing.
- Staff teach children about different people and their professions. They invite parents into the pre-school to share their job role and teach children different skills. This includes a parent who is a physical education teacher to encourage children's moving and handling skills.
- Staff's observations and assessments of children's learning are effective. They skilfully use this information to plan interesting and varied experiences that help children to develop the skills they need for school.
- Children have good relationships with staff. They ask their key person to join in with their play and they fondly enjoy looking at books together.

It is not yet outstanding because:

- Leaders do not drive the quality of practice to the highest possible level. They do not effectively share priorities for improvement with all staff to help promote concerted achievement. The committee does not fully challenge the manager's practice to help ensure it is consistently highly effective.

What the setting needs to do to improve further

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

- involve all staff in the actions to improve the quality of the provision, and evaluate the manager's practice more stringently.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the early years professional.
- The inspector held meetings with the deputy manager in the manager's absence. He also met with the early years professional and the chairperson of the committee. The inspector 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 is good

Professional development has a positive impact on staff's teaching. For example, staff have attended training about assessing children's learning. They have used the knowledge gained from the course to further develop the assessment of children's starting points. Staff use additional funding that some children receive well. This helps to extend children's abilities further and helps parents to guide their children's learning at home. For instance, staff have purchased resources to aid children's early reading skills and provided activities for parents to complete at home with their children. Safeguarding is effective. All staff can identify abuse and extreme behaviours and know how to report concerns about a child's welfare to the Local Safeguarding Children Board. Staff effectively identify, report and minimise any hazards in the environment. Since the last inspection, the manager has developed her monitoring of staff's teaching to provide them with more detailed feedback on ways to develop their practice even further.

Quality of teaching, learning and assessment is good

Teaching is strong. Staff have strengthened their teaching to help increase children's levels of concentration. They effectively consider how to use the environment and how to deploy staff. This helps children to remain focused on learning from the beginning to the end of activities. Staff reflect on the learning needs of different groups of children in their teaching. They help girls to develop their mathematical skills through their interest in princesses. For example, girls correctly match quantity to number when they count the number of jewels each princess should have according to a number line. Staff recognise boys prefer to learn outside. They develop their interest in writing through innovative activities in the garden. For instance, staff encourage children to follow and draw treasure maps to help find 'pirate treasure'. This helps to promote their literacy skills.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff teach children to listen to and respect the views of others, such as when the whole group votes on what rhyme to sing first. Staff promote children's independence and self-care skills well in readiness for starting school. They work with parents to help encourage children to become toilet-trained. Staff provide lots of positive praise and reinforcement while children are learning toileting skills to help promote their self-esteem and sense of achievement. Children benefit from particularly strong working relationships between pre-school staff and teachers at the host school. This provides opportunities for children to visit and become familiar with school long before they start. Staff promote children's healthy lifestyles to a good standard.

Outcomes for children are good

All children make good progress in their learning, including funded two-year-olds. Younger children learn the skills they need for the next stage in their learning. They have good communication skills and can sing familiar songs. Children are learning how to follow instructions, sit and listen during whole-group times.

Setting details

Unique reference number	EY368010
Local authority	Staffordshire
Inspection number	1116330
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	63
Name of registered person	Kingsley Playgroup (Staffordshire Moorlands) Committee
Registered person unique reference number	RP527660
Date of previous inspection	12 October 2017
Telephone number	07891 861 763

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 Monday to Friday from 7.30am until 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 eight members of staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years professional status.

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