

Kingfisher Preschool

MEYC, Jackman's Meadow, Kingsand, TORPOINT, Cornwall PL10 1NY



Inspection date	14 December 2018
Previous inspection date	24 September 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager has an excellent understanding of the early years foundation stage and teaching at the pre-school is of a very high quality. Practice is monitored diligently and high-quality evaluation ensures positive outcomes for all children.
- Behaviour is exemplary and children are confident. Children show high levels of curiosity, imagination and concentration as they engage in highly stimulating activities. For example, they peel real vegetables in the home corner.
- Staff provide outstanding support for children's early literacy skills. For instance, they focus sharply on supporting children to acquire speech and language skills and introduce engaging phonics activities.
- Children make significant progress in their learning. Highly effective monitoring of the progress of groups of children ensures that all children achieve to the best of their ability.
- Partnerships with parents are incredibly strong. Staff encourage parents to become fully involved in the life of the pre-school. Staff develop resources to share at home, such as books and games which help to support children's number and letter recognition.
- Children have very high levels of self-esteem and enthusiasm for learning. Staff give them choices and enable them to make decisions and think for themselves. For example, children's views are listened to when considering changes to the environment.
- Children who speak English as an additional language are exceptionally well supported. For instance, children count in French and use phrases to thank one another. This helps them to develop their home language while at the pre-school.

What the setting needs to do to improve further

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

- continue to review the implementation of planned changes to the already outstanding planning system and evaluate the impact of this on children's learning.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and reading a number of their emails.
- The inspector looked at relevant documentation, such as evidence of the suitability and qualifications of staff, children's assessment records and policies and procedures.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff thoroughly understand and clearly enjoy their roles and responsibilities. They feel extremely valued and supported by the dedicated committee. Robust procedures are in place to help staff understand their responsibility to keep children safe, without limiting their experiences. The manager values the expertise within the staff team and they work together extremely effectively. Staff benefit highly from targeted supervision meetings and excellent professional development opportunities. They actively seek advice from other outstanding settings and implement improvements in their practice. For example, they are seeking to develop the already outstanding planning systems to further improve outcomes for children. Supervision of children is highly effective. They are exceptionally confident and thrive on the high level of adult support available to them.

Quality of teaching, learning and assessment is outstanding

Children have excellent opportunities to learn and develop and staff use the environment to support and facilitate their learning at an outstanding level. Staff use creative ways to support children's literacy and numeracy development, indoors and outdoors in the garden. They skilfully extend opportunities to develop children's understanding of mathematical concepts. For example, children use spirit levels when building with bricks and sand and use mathematical language to describe the process. Highly effective teaching and learning strategies support and embed children's learning, staff model language and reinforce children's own ideas. Working displays identify new words that children have learned and extend their understanding by translating them into children's home languages.

Personal development, behaviour and welfare are outstanding

Staff have an exceptional understanding of how to reinforce children's self-esteem. For example, they give every child the opportunity to be a 'star' for a day. This helps to boost their self-confidence and sense of belonging exceptionally well. Partnerships with parents are outstanding. Parents praise the support and education that their children receive. They particularly appreciate the nurturing ethos and outdoor learning environment as key benefits. Children have superb opportunities to learn to relax and develop a sense of calmness during activities. For example, they enjoy yoga sessions and mindfulness exercises. Their emotional well-being is at the centre of the pre-school's approach to learning and development. Children thrive as a result.

Outcomes for children are outstanding

Sharply focused assessments are used to support the next steps in children's learning. Staff support children's school readiness highly successfully and have established exceptionally strong links with primary schools and other local providers. For example, the manager meets regularly with other leaders to monitor children's progress. This helps to ensure that the very best outcomes are delivered for all children who attend.

Setting details

Unique reference number	EY429586
Local authority	Cornwall
Inspection number	10069235
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	20
Name of registered person	Kingfisher Pre-School (Kingsand) Committee
Registered person unique reference number	RP520040
Date of previous inspection	24 September 2014
Telephone number	01752 822392

Kingfisher Preschool originally opened in 1993 and registered in its new premises in 2011. It operates from the Mount Edgecumbe Youth Centre in Kingsand, Cornwall. It is run by a parent committee. The pre-school operates from Monday to Friday from 9am to 1pm, during term-time only. It receives funding for the provision of free early education for children aged two, three and four years. There are seven members of staff. Of these, one holds qualified teacher status and four hold appropriate early years qualifications at level 3 and two at level 2.

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