

Early Birds @ Kingfisher

Kingfisher Primary School, Lichfield Road, Bristol, Somerset BS4 4BJ



Inspection date	3 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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

- Leaders are committed to continuous improvement to benefit children. They evaluate the quality of the provision effectively and identify and target areas for improvement.
- Leaders monitor the quality of teaching well. They complete regular observations of staff practice and arrange supervision meetings. They set meaningful and measurable targets for staff development to help improve the quality of provision further.
- Leaders and staff monitor children's progress effectively. They identify any delays in children's development swiftly. They work extremely well with other professionals to put in place early interventions to help children catch up.
- Staff are welcoming, kind and caring, and support children's emotional well-being effectively. Children form strong bonds with their key person and other staff. Children are happy and settle quickly on arrival, making choices in their play.
- Staff build secure partnerships with parents. They involve them in their children's learning and promote consistency between the setting and home. Parents speak positively about the setting and appreciate the information that staff share with them, particularly about their children's play, learning and development.
- Staff are good role models for children. They provide children with clear explanations of right and wrong, using effective strategies to encourage children's positive behaviour.
- Staff do not seize all chances to encourage children to think and respond.
- At times, children do not benefit from a wide range of media and materials to encourage them to make marks.

What the setting needs to do to improve further

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

- make full use of opportunities to extend children's thinking skills and developing vocabulary further
- increase the range of media and materials on offer to provide children with consistent opportunities to experiment with colours and marks.

Inspection activities

- The inspector viewed the premises and talked to leaders, staff, children and parents at appropriate times.
- The inspector observed staff interactions with children, indoors and outdoors.
- The inspector carried out a joint observation with the headteacher.
- The inspector held a discussion with leaders about risk assessments to keep children safe from harm.
- The inspector sampled a range of documentation, including staff suitability checks, children's records, policies and procedures.

Inspector
Karen Allen

Inspection findings

Effectiveness of leadership and management is good

Leaders and staff risk assess constantly. They are proactive in making swift changes to practice to keep children safe. Staff have a secure understanding of child protection and wider safeguarding matters. They know the correct procedures to follow should they have any concerns. They work in partnership with other professionals exceptionally well to provide a joined-up approach to safeguarding. The arrangements for safeguarding are effective. Leaders support staff's continuing professional development effectively to benefit children. For instance, training has increased staff's knowledge about how to extend children's learning across all areas of development.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children's play and learning. They use their accurate assessments to identify children's next learning steps. They plan an interesting range of activities to capture children's attention. For example, children were fascinated as they explored wood shavings to find the toy animals hidden inside. They filled and emptied containers, developing an early understanding of capacity. Staff encouraged young children to count the spots on floor dominoes, reinforcing their understanding that numbers have meaning. Children enjoyed role play as vets and doctors. They showed care and kindness to the baby dolls and toy animals. Staff extended children's learning, for example explaining the use of a thermometer. Staff engage in meaningful conversations with children, provide a running commentary during activities and introduce new words. This helps to boost children's language skills. Staff embed phonics into activities well to increase children's understanding of the sounds that letters represent.

Personal development, behaviour and welfare are good

Children behave well. Staff make good use of chances to teach children to understand their emotions and respect the feelings of others. Children share resources and take turns. For instance, they waited patiently in a line to cross the balancing beams. Staff provide challenge for children, teaching them to take supervised risks safely, such as climbing onto equipment and jumping off. Children develop their coordination skills and learn to become independent. Staff work well with parents to help children become toilet trained. Children benefit from regular fresh air and healthy snacks.

Outcomes for children are good

All children are well prepared for the next stage in their learning. They gain confidence and develop their social skills. Children experiment with resources, making links in their learning. For example, they used the tap independently to fill up containers and the toy syringe with water during medical role play. Children develop a love of books and read stories to their peers. Even the youngest children develop their concentration skills and engage in activities for long periods. Children develop their imagination. Most children enjoy singing songs, and join in with the actions eagerly.

Setting details

Unique reference number	EY563166
Local authority	Bristol City of
Inspection number	10107577
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 3
Total number of places	24
Number of children on roll	19
Name of registered person	Speedwell Nursery School Governing Body
Registered person unique reference number	RP563165
Date of previous inspection	Not applicable
Telephone number	0117 3534440

Early Birds @ Kingfisher registered in 2018 and is based on the Kingfisher Primary School site in Bristol. The setting is managed by Speedwell Nursery and Children's Centre. Opening times are 8.45am to 11.45pm and 12.30pm to 3.30pm each weekday, during term time only. There are currently five members of staff, including the headteacher, who hold relevant childcare qualifications from level 3 to 6.

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