

# YMCA Kingfisher Preschool



Mobile Classroom, Bitham Brook Cp School, Arundell Close, WESTBURY,  
Wiltshire BA13 3UA

<b>Inspection date</b>	4 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children and staff share close and warm relationships. Staff are kind and gentle in their approach and provide a safe, nurturing environment where children feel secure.
- The manager and staff plan a wide range of learning experiences and activities which children enjoy. Staff interact positively with children and support them well to make good progress in their learning.
- The manager and staff use self-evaluation successfully to identify areas for development and ensure positive outcomes for children. For example, they have introduced an online system to track children's progress, which has helped staff to monitor children's progress effectively and plan more precisely to close any gaps in learning.
- Partnerships with parents, schools and external agencies are strong. The manager and staff ensure good communication with parents to ensure they meet children's needs successfully.
- Staff do not provide consistent opportunities for children to count beyond five and use mathematical language to extend their learning even further, for example, to use the vocabulary involved in addition and subtraction.
- Occasionally, staff do not make the most of spontaneous opportunities to link sounds to letters to support children's literacy development.

## What the setting needs to do to improve further

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

- provide more opportunities for children to count beyond five and use mathematical language more consistently to develop their understanding further
- make better use of spontaneous opportunities for children to link sounds to letters to develop their literacy development even further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and policies.
- The inspector and manager completed a joint observation.
- The inspector spoke to the staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector spoke to parents and took account of their views.

### Inspector

Michelle Heimsoth

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good knowledge of child protection issues and know what to do if they have a safeguarding concern about a child in their care. They carry out thorough risk assessments on the premises and outside area. They minimise hazards to help keep children safe. Staff keep their knowledge up to date, develop their skills and improve teaching through training. For example, staff have changed the way in which they plan activities, which has had a positive impact on children's confidence and imagination. The provider ensures ongoing suitability, through regular supervision meetings, yearly appraisals and observation of staff's practice.

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

Children arrive happily and quickly settle with activities of their choice. Staff support children well to develop and try out their own ideas. For example, children used some pieces of wood to make a pretend fire and enthusiastically developed the idea further, with staff support. Staff used rope to tie canes together, while children made a campfire, placing a large pot on top and pretending to cook food. Staff extend children's learning well, as they talk about cooking marshmallows on a camp fire and food they can cook on a barbecue. Children excitedly get inside tents to listen to a story, as they role play going on a camping holiday. Children dig in the sand to look for buried treasure. Older children wear hard hats and stack house bricks, proudly telling staff they have built a wall.

### Personal development, behaviour and welfare are good

Children behave very well. They share and take turns with resources and have a very good understanding of right and wrong. Children are respectful and very caring towards one another. For example, older children happily include younger children in their play. Staff encourage and praise children successfully, which boosts their self-esteem and confidence well. Children benefit from fresh air and exercise. They thoroughly enjoy playing in an inviting and interesting outdoor environment, which supports their strong physical development. For example, children skilfully use climbing equipment, developing good balance and coordination.

### Outcomes for children are good

Children develop a wide range of skills, which effectively support their next steps in learning and prepare them well for starting school. Older children write and recognise their name. Younger children develop good independence skills as they fasten shoes and put on dressing-up clothes. Children listen well to stories and organise themselves effectively to sing songs together on the outside theatre stage, which staff have created. Children use a wide vocabulary and speak in full sentences, as they interact well with the staff and one another.

## Setting details

<b>Unique reference number</b>	EY542852
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10089859
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	YMCA Bath Group
<b>Registered person unique reference number</b>	RP904153
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07803 54806

YMCA Kingfisher Preschool registered in 2017. It is in Westbury, Wiltshire, within the grounds of Bitham Brook primary school. The pre-school is open from Monday to Friday from 8.30am until 3.30pm, term time only. There are five members of staff, including the manager. Four members of staff are qualified to level 3 and one member of staff is qualified to level 2. The pre-school is in receipt of funding to provide free early education for two-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

