

Inspection of Kingfishers Pre-School

Brentwood Baptist Church, Kings Chase, BRENTWOOD, Essex CM14 4DR

Inspection date: 21 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily say goodbye to their parents and carers as they arrive at the pre-school. As a result of the COVID-19 pandemic, staff have put additional processes in place. For instance, children have their temperatures checked as they arrive. They wait patiently and politely for their turn. Children independently put their coats and bags away. They find their name cards and quickly settle into an activity of their choosing. Children pour their own milk and water at snack time. They talk about the activities they have completed so far that day.

Children enjoy participating in the adult-led activities on offer. For example, children use stampers to make patterns in dough. Staff talk to children about the patterns they make, such as the star shape. They then sing familiar songs with children about stars. Children enthusiastically sing along and confidently join in with the actions.

Children develop their large muscles as they play, both indoors and outdoors. They kick soft balls to one another indoors. They wait eagerly for adults and their friends to kick the ball back. Children balance on beams outdoors. They move carefully, with the reassurance that staff are close by if they need help.

What does the early years setting do well and what does it need to do better?

- Staff encourage children to solve problems independently. For instance, staff ask children how they can adapt the models they make, so that they stand up. Children use scissors carefully and concentrate as they cut cardboard tubes to create a stable base. They extend this further by attaching the tube to a cardboard box, so that it is even more stable. They add objects to their models, talking to staff about what they are doing.
- Staff know the children well. They rapidly identify any emerging gaps in children's learning. They meet regularly to track children's progress and development. Staff share ideas and resources with parents to support children's learning at home. This helps children to make the progress they need to move on to the next stage in their learning.
- Children enjoy joining in with the stories that staff read them. Staff use props, such as cardboard telescopes, to help children to focus. Children are fully engaged. For instance, they move their telescopes up and down at the appropriate point in the story. Staff use relevant language. This helps children to broaden their vocabulary. Staff pause as they read to check children's understanding. Children confidently join in with familiar words and phrases.
- Older children practise writing their names. Staff remind them how to form the letters correctly, praising them for their achievements.
- Children with special educational needs and/or disabilities are well supported.

Staff rapidly put systems in place to ensure that all children can access the whole curriculum. For instance, they use additional funding that the setting receives to purchase safety equipment. This helps children to access the outside learning area safely.

- Parents speak highly of the staff team. Staff form meaningful relationships with families. Staff engage with outside agencies to support parents and children, where required. The manager has professional relationships with staff at local schools. She shares relevant information with them to support children with their transition to school.
- The manager completes formal annual appraisals with staff. However, the systems in place for more regular supervision and monitoring of staff practice are not fully embedded. As a result, staff do not receive highly focused professional support to develop the quality of their teaching even further.
- Staff plan activities based on children's individual targets and interests. Children visit the garden area daily. They enjoy group singing times. However, children, sometimes, have to wait long periods of time between activities, such as between finishing snack and getting ready to go to the garden. Staff have not fully considered the structure of sessions to maximise teaching time. As a result, some children are unaware of what will happen next and miss out on potential learning time.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the process to follow if they have concerns around children's welfare. They are aware of the signs of abuse and neglect. The manager ensures that staff are suitable for their roles and a robust recruitment process is in place. The staff team have completed relevant training regarding wider safeguarding issues, such as female genital mutilation. They are able to identify possible signs that a child may be at risk of exposure to extreme views or behaviour.

What does the setting need to do to improve?

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

- fully embed the systems in place to monitor and supervise staff and support them to develop their teaching and professional knowledge even further
- develop further regular routines to help children to know what is happening next and to maximise possible learning opportunities during the session.

Setting details

Unique reference number	508880
Local authority	Essex
Inspection number	10062927
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	34
Number of children on roll	24
Name of registered person	Kingfishers Pre-school Committee
Registered person unique reference number	RP909044
Telephone number	01277 224326
Date of previous inspection	5 October 2015

Information about this early years setting

Kingfishers Pre-School registered in 1986. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The pre-school is open four days a week during term time only. Children attend a range of sessions on Monday, Tuesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector spoke to parents of children who attend the setting. She took their views into consideration.
- The manager and inspector jointly observed staff practice. They discussed the impact of staff's teaching on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector viewed relevant documentation, including staff suitability documents.

We carried out this inspection 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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