

# Kingfisher

St. John Fisher Primary School, Kineton Road, COVENTRY, CV2 3NR

## Inspection date

Previous inspection date

28/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Children develop secure friendships, demonstrate appropriate behaviour and play well together as staff act as positive role models.
- Teaching is good and complements the learning that children receive at school. Planned activities enhance and extend children's experiences through purposeful fun.
- Partnerships with parents, carers and the school are strong and make a good contribution to meeting children's care, learning and development needs.
- Leadership and management systems are efficient and effective. Staff have appropriate qualifications, skills and training for their roles.
- Safeguarding is effective as staff have a good knowledge of the procedures to follow if they have a concern about a child's welfare.

### It is not yet outstanding because

- There is scope to offer further opportunities to extend children's independence during snack times to encourage children to help to clear their plates away and serve themselves food.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector observed activities in the hall and the outside environment.
- The inspector held meetings with the owner of the provision and spent time talking to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Andrea Price

## Full report

### Information about the setting

Kingfisher was established in 2010 and registered in 2013 as a limited company. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates within St. John Fisher Primary School in Coventry. Children have access to the school hall and there is an enclosed area available for outdoor play. The club serves children who attend the school. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens before and after school, Monday to Friday during term time. Sessions are from 7.45am until 9am and from 3.15pm until 5.30pm. Children attend for a variety of sessions. There are currently 48 children on roll. Of these six children are in the early years age group. The club supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- increase children's independence, for example, by allowing them to serve their food at mealtimes and clear away their plates.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are eager to access the activities on offer as they arrive at the club. They talk easily and confidently with staff. Children's starting points in learning are established through a combination of discussions with the child, parents, school and staff observations during their first weeks at the club. This information is used to effectively plan for children's next steps in learning, ensuring that they meet the needs of all children. Staff liaise closely with the feeder school so that they fully support children's continued learning and complement the educational programmes they are following at school. Children are motivated to learn because the setting's flexible approach means they are able to choose where and how they want to play. For example, some children prefer to stay outside for most of the session, where they enjoy continuing to play team games, which began in school. Staff have a good knowledge of the prime and specific areas of learning and are mindful that children have been at school all day. The quality of teaching is good as staff are actively involved in children's play and ask a wide range of open-ended questions. That said staff are aware of when to step back so that children have time and space to think for themselves. Children enjoy their time in the setting. They tell the inspector as they walk from their classroom 'It's really good, I have a good time with my friends!' Together staff and children plan a range of activities to promote children's learning through play. This ensures that children are interested, stimulated and have fun.

Staff join in with children as they build dens inside. Staff encourage children to solve

problems as they decide together what to use, becoming independent learners. This promotes their confidence to explore new ways to do things. For example, children decide that they need a sleeping area and use a variety of items from the cupboard and enjoy trying out their ideas. A group of children continue with this activity all session and use their newly built den to develop their imaginations as they pretend to be shop keepers. Staff provide good opportunities for children to develop and extend their language skills. For example, they consistently engage children in conversation and show interest in what they are doing. For instance, they show a keen interest in construction, imaginative play and being creative with a range of resources readily available. Staff support and encourage children to make their own creations, such as birthday cards or patterns. Children develop a love of books and stories as they enjoy reading together with staff, alone or each other. In addition, children are acquiring skills, attitudes and dispositions they need at school or the next stage of learning.

Parents are included in their children's learning and development through daily conversations with staff at the end of each session. This helps them to support their learning at home. Children's development records are available for parents to view at any time. Staff work effectively with specialist agencies, teachers and parents. This ensures children receive an individualised supportive service, including children with special educational needs and/or disabilities. Consequently, continuity and progression of children's learning and development is supported well. They build firm foundations, developing skills for future learning. In discussions with parents, they are very complimentary about the way in which their children grow in confidence and self-esteem at the club. They make comments, such as 'you offer a variety of activities, staff are motivated and patient' and 'my children often moan that I come too early to collect them!'

### **The contribution of the early years provision to the well-being of children**

Warm and caring relationships between staff and children are very apparent. The manager oversees the care and learning for children in the early years group. There is an effective key person system in place for children in the early years age range. Staff focus well on supporting all children, in particular, the younger children. This promotes consistency of care and enables staff to get to know individual children well. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their well-being effectively and promotes smooth transitions for children from school and their home. The manager has built a good relationship with the feeder school that many children move from, so transitions are seamless and children settle with ease.

Children have an active voice in sharing their ideas and opinions about the club. Their ideas are listened to and acted upon. For example, children are able to work alongside staff, helping to choose the upcoming activities and identifying possible new recourses. There are displays of children's work throughout the club. Photographs of them taking part in activities are prominently displayed and children proudly show their parents, talking about the activities they have done revisiting previous learning. Behaviour is very good as the club follows the rules of the feeder school. Staff treat children with respect and model

positive interactions, which provides children with consistent messages about expectations and acceptable conduct. Children are helpful, considerate, kind and show that they are becoming responsible and understand consequences of inappropriate behaviour and how this makes others feel. Children share, take turns and negotiate their play to solve problems and overcome any difficulties.

Children have free access to a large outdoor area throughout the session and lots of space in the school hall where they can practice their physical skills and run around. Children's health is supported well as they are offered foods that reflect a healthy, balanced diet and always have access to a fruit bowl and drink throughout the session. Therefore, they are learning about the importance of healthy eating and the benefits of physical activity. Children independently take themselves to the toilet and wash their own hands afterwards. Mealtimes are a pleasant social experience for children. Staff sit with children so they can eat together. There is, however, further scope for children to serve themselves and help clear their plates at the end of their meal to encourage their further independence.

### **The effectiveness of the leadership and management of the early years provision**

The management team understands their roles and responsibilities and therefore, the club is effectively led and managed. All staff demonstrate a good level of knowledge and understanding of safeguarding procedures and how to protect children. The staff team work well together and are committed to providing a safe and happy environment for children where they can relax after a day at school. The club has a clear, written safeguarding policy and procedures are in place and understood by staff. They have recently completed safeguarding training and are fully aware of what to do and whom to contact if they were concerned about a child. Risk assessments are maintained to ensure that all areas children access, both indoors and outside are safe and suitable. Daily checks are also completed before the beginning of each session to ensure that any potential hazards are identified and removed, to support children's well-being. There are effective vetting and recruitment procedures that ensure everyone employed at the club is suitable to work with children. The premises is secure and visitors are requested to sign in to further safeguard children. In addition, there are suitable arrangements for handing over children to their parents or carers. Children are suitably supervised well at all times.

The manager monitors staff performance through regular meetings and annual appraisals. Staff have opportunities to develop their knowledge and understanding of child development through training courses and a training matrix is in place to ensure that all relevant training is completed, such as, safeguarding, paediatric first aid and food hygiene. Most staff are qualified and are well-established within the setting, which means they are familiar with the overall organisation and are known to children. New staff undertake an induction process that ensures they fully understand and implement the policies and procedures of the club. Staff have an informal discussion at the end of each session to share any important information and plan the following session.

The club liaises closely with the feeder school to ensure that they fully support children's continued learning. Partnerships with parents are effective. Staff are available to discuss a child's day with parents when they are collected. This ensures they are confident to leave children in the club's care. Staff have good communication with them, supported by good access to the policies and procedures. This ensures continuity of children's care, learning and development. Systems for self-evaluation are in place, which shows the management team has a clear vision for the future. In discussion with parents during the inspection, comments indicate that they are more than happy with the service their children receive. They notice their children are happy and settled and children also state that they enjoy coming to the club. Parents comment that staff are 'great' and 'friendly' and this means that their children enjoy their time at the club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY471627
<b>Local authority</b>	Coventry
<b>Inspection number</b>	940535
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Kelco Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07547794340

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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