

Kingfisher Kindergarten

Chiltern Edge Secondary School, Reades Lane, Sonning Common,
READING RG4 9LN



Inspection date	3 April 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

- The provider has a good knowledge and understanding of her role. She is very keen to continually improve and has a strong commitment from her dedicated manager and staff team.
- Staff implement and use the provider's risk assessments, policies and procedures to support children's health, safety and well-being effectively.
- Staff know the children very well. They gain a good understanding of children's starting points through their initial observations and discussions with parents. Staff plan effectively for children based on their individual interests. They are confident to seek guidance from other professionals if a child needs additional support. Partnerships with others are well established.
- Staff evaluate the provision of care effectively. They value the views of parents. Parents are positive about the care their children receive. They state that children thoroughly enjoy attending. Parents add that staff provide clear feedback about what their children do and how they achieve. They state that they receive useful information to support ideas for home learning.
- Staff demonstrate good teaching skills. They interact warmly and are efficient in extending children's language and communication skills. For example, during group activities, staff use purposeful questioning to enable children to enhance their speech and gain confidence to speak in front of others. Children make good progress.
- Children behave very well at all times. They understand the routines of the day and show respect for each other, staff and the learning environment. Children have warm bonds with the staff who look after them.
- Sometimes, staff do not build on discussions effectively enough to extend children's understanding of potential risks and how this could affect them and others.
- Occasionally, teaching does not provide children with enough opportunity to enhance learning further. For example, as children talk about animals, less experienced staff are not proactive enough to build on what children already know about the natural world.

What the setting needs to do to improve further

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

- extend the ways children develop their own awareness of potential risk factors.
- develop the understanding of less experienced staff to help them plan activities that teach children about the natural world to develop children's curiosity and interest further.

Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector completed a joint observation with the manager. They discussed how staff are supported in their roles and how staff plan for children's learning.
- The inspector spoke with staff, children and parents. She read written feedback from parents and took this into account.
- The inspector met with the provider and the manager. They discussed how staff evaluate practice and how they update their skills and knowledge.
- The inspector sampled the provider's documentation and children's records.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is good

The provider has secure procedures for the recruitment and induction of staff. Effective supervision enables staff to be competent in their roles and embed skills and knowledge to support good practice. For example, staff new to senior roles speak passionately about targeted training to help them take more responsibility for monitoring children's learning. They add enthusiastically how they gain skills to support less experienced staff. Safeguarding is effective. Staff have a good understanding of all aspects of safeguarding matters. They gain this, for example, from face-to-face training and regular discussions to embed further their understanding of how to protect children. Partnerships with parents are positive. Staff meet with parents regularly to discuss children's progress and share children's next steps to promote consistency for children's learning.

Quality of teaching, learning and assessment is good

Staff provide a broad range of activities and resources for children. They use effective teaching techniques to guide children's learning. For instance, they demonstrate how to do things so that children gain independence. Consequently, children are eager to try things for themselves, such as when making a kite in the craft area to 'fly' outdoors. Staff are confident in allowing children to lead their own play. This is evident when children decide to play a game of 'musical statues'. Staff enable children to plan for the activity, access technology resources to play music, and explain the rules to others. Staff make focused observations of children's achievements. They use effective systems to monitor the quality of children's learning to help ensure children reach their potential.

Personal development, behaviour and welfare are good

Staff offer an interesting and challenging learning environment indoors and outdoors. Children are motivated to play and enjoy spending time with their friends. Consequently, they form warm bonds with each other and use good social skills. For example, outdoors they initiate games such as 'What's the time Mr Wolf?' as they excitedly play together. Staff are proactive in supporting children's confidence. They demonstrate this as they guide younger children's physical skills during art activities. Staff help children perfect the art of using a glue stick to attach objects. They listen as children explain their picture and encourage children to select their craft resources. Staff are encouraging of children's healthy eating. This is illustrated during snack time as children choose from a broad range of fruit provided by parents. Children speak about their favourite fruits and show awareness of a balanced diet during their discussions.

Outcomes for children are good

Children develop a broad range of skills to support their future learning. For instance, children show creativity, flair and imagination as they select craft materials, design pictures, identify colours and patterns. They show understanding of the differences of others when, for instance, they talk about their visit to a residential home and who they will meet. Children show confidence as they practise songs and copy actions that demonstrate their effective communication and listening skills. Children are interested in literacy. For example, they enjoy sitting with staff to hear stories. They help to turn the pages of the book and talk about what they see in the pictures.

Setting details

Unique reference number	EY545400
Local authority	Oxfordshire
Inspection number	10097288
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	24
Name of registered person	Kingfisher Kindergarten Limited
Registered person unique reference number	RP528192
Date of previous inspection	Not applicable
Telephone number	07763666455

Kingfisher Kindergarten re-registered in 2017. It currently operates from the Chiltern Edge Secondary School, near Reading, Berkshire. The kindergarten operates term time only, Monday to Friday from 9.15am to 2.45pm. It provides funded early education for two-, three- and four-year-old children. There are eight staff working with the children, six of whom hold recognised childcare qualifications.

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