



Kingfisher Nursery

Inspection report for early years provision

Unique Reference Number	EY266143
Inspection date	10 May 2006
Inspector	Anne Legge
Setting Address	Boyton CP School, Boyton, Launceston, Cornwall, PL15 9RJ
Telephone number	01566 772484 mob 07792210902
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Registered person	Kingfisher Nursery
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Kingfisher Nursery has been registered since 2003. It is run by a voluntary committee and operates from a mobile classroom, in the grounds of Boyton County Primary School, in the village of Boyton, near Launceston. There is an outside play area and children use the school hall and grounds, for physical activities. The nursery serves the surrounding communities.

The nursery is open on weekdays during term time, between 09:00 and 12:00. A

lunch club runs, between 12:00 and 13:00 on Mondays and Wednesdays. Registration is for up to 10 children, aged from 2 to 5 years. There are currently 15 children on roll, including 10 children in receipt of nursery education funding. Children with special needs or with English as an additional language are welcomed and supported.

The nursery employs three members of staff, all of whom have appropriate child care qualifications, or are working towards them. The group is currently undertaking a quality assurance programme run by the Local Authority, from whom they receive support.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children have excellent opportunities to be physically active, and to benefit from playing in the fresh air. They use the recently refurbished outdoor area daily, in almost all weathers, to run, climb, balance or slide. They push or ride wheeled toys, dig in the sand, play with water or plant vegetables in the garden. Children also go for regular nature walks, around the extensive school grounds, and they enjoy termly Forest School activities, in local woodland. They benefit from exceptionally healthy snacks, including different types of fruit and vegetables, such as strawberries or cherry tomatoes. They develop an excellent understanding of healthy eating, as they discuss which foods are better for them, while cooking in the role play area. Their special dietary needs are known and met, and they have constant access to fresh drinking water.

Children are exceptionally well-protected from infection, due to the nursery's excellent procedures for ensuring that the premises are spotless. All surfaces, toys and resources are cleaned regularly, and there are very good procedures for nappy changing, including staff wearing gloves and aprons. Staff are meticulous in observing good hygiene procedures, throughout sessions. For example, children are helped to wash toys, after putting them into their mouths. Children learn excellent routines regarding hand washing. They know they must wash their hands after using the toilet, playing in the sand, planting or painting, or before they eat, and they do so independently. Children's care is excellent, when they are unwell or injured. All staff have current first aid qualifications. Records of accidents and medication administered are comprehensive and shared effectively with parents, to ensure that children's care is consistent.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play in an exceptionally safe and secure environment. Their security is effectively maintained, as access to the building is through three gates, two of which cannot be opened by children, and all of which are carefully monitored by staff. The

nursery door is securely locked during sessions. Children use the facilities of a small mobile classroom, where the limited space is used extremely effectively, to provide an excellent variety of activities. Staff make the room attractive, with current and lively displays. There are separate areas for role play, messy activities, books, the computer, table-top tasks and circle times. Children choose from an extensive variety of toys and resources, all of which are in good condition.

Staff have an excellent understanding of all safety issues. They carefully check all areas and resources daily, and address any hazards immediately, to ensure that children are safe. For example, they make sure that there are no stacked chairs, and that the outdoor area is not slippery. Children are safe in emergencies, as evacuation procedures are practised regularly, so that children are familiar with the routine. They learn to be aware of their own safety, as staff discuss with them, for example, the reasons for not running indoors, or putting sand near their eyes. They are exceptionally safe from abuse or neglect, due to the staff's very clear understanding of all child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy an exceptional variety of activities, which very effectively promote their development. Staff use the Birth to three matters framework effectively, to plan interesting activities for the youngest children, and to monitor their progress. They ensure that children aged under three years enjoy a wide range of sensory play, such as with sand, water, dough, cornflour or soil. Young children are very well supported by the good use of resources, such as photographs, to help them develop a sense of self. All children benefit from very well organised sessions, which include an excellent balance of free play and adult-led activities. They enjoy extensive use of the outdoor area, for physical play and for many daily tasks, such as art work or drawing and painting.

Nursery Education

The quality of teaching and learning is outstanding. Staff plan an exciting range of activities, which cover all aspects of the curriculum. They regularly observe children's achievements and keep comprehensive records of their progress towards the early learning goals, using this information effectively, to plan for the next steps in their learning. Staff use plans flexibly, and ensure that children's individual learning needs are met, through a wide variety of planned activities and daily tasks. Their progress is very effectively supported, as activities and resources help them to make links, and to build on past experiences. For example, they listen to a story about a beanstalk, plant beans in the garden, make their own beanstalk for display, and use a computer programme about spring. The nursery has very close links with the school, and transitions between the nursery and school are carefully planned, to give children excellent continuity.

Children are confident and exceptionally independent learners. They organise their own play and co-operate well, such as when making up stories in role play. They concentrate extremely well, at their chosen tasks, such as playing with diggers in the

sand, and at adult-led activities, such as story-time. They make excellent progress in linking letter shapes and sounds, as they discuss the letter of the week, or the initial sound of their name, and attempt to draw the letter shape. They write for different purposes, such as making lists in role play, and they recognise and begin to write their names. Children count constantly, in daily routines, such as counting cups at snack time. Able children progress to simple calculations, such as working out how many items remain under a parachute, after one is removed. They have excellent opportunities to recognise and sequence numerals, as they sort out the number cards on a washing line or play with numbered cookies.

Children make excellent progress in developing their understanding of the natural world. They spend long periods outdoors, collecting items such as nests, while out walking, or catching and examining bugs, in their outdoor play area. They plant vegetables and discuss how to care for them, and they learn about life-cycles in their topic work and by observing tadpoles. They examine and compare fruits at snack time. Children use a computer, telephones and tills, developing their understanding of technology. They develop an excellent sense of time, as they discuss dates, discuss events in their lives, and compare seasons.

Children are extremely imaginative in their role play, and they create freely in an extensive range of art and craft activities. For example, they make paper flowers, carefully developing their own ideas, and choosing from very good resources. They paint in a variety of media, and use dough or clay to make models. They sing regularly and often spontaneously, and enjoy using musical instruments to explore sounds and rhythms. Children make excellent progress in their physical development, as they constantly use tools, such as scissors, trowels or spoons, developing excellent co-ordination. They use large equipment, including the climbing frame and slides, wheeled toys and a parachute, with increasing control.

Helping children make a positive contribution

The provision is outstanding.

Children thrive in the nursery's caring environment, where they are constantly praised for their efforts, and for showing kindness to each other. Their spiritual, moral, social and cultural development is fostered. They learn to share and take turns with resources, such as the computer, and they treat each other with courtesy, as when they wait at the table until everyone has finished eating. They learn to value cultural differences, as they play with excellent multi-cultural resources, such as dressing-up clothes, or discuss the climate in a child's country of origin. Staff know children very well and effectively meet their individual needs. Children with special needs are carefully monitored and supported, as are those with English as an additional language.

Children are exceptionally independent in managing their personal care. They confidently organise their own coats and shoes, pour their own drinks, serve their food, tidy away their plates and cups, and wipe their mats after snack. Children's behaviour is outstanding. The youngest children are helped, gently but firmly, to respond to the nursery's clear routines and high expectations of behaviour. All

children enjoy copious praise and develop warm relationships with staff. They thoroughly enjoy attending and are purposefully engaged at all times.

Partnership with parents is outstanding. Staff have excellent systems for communicating regularly with parents, so that children's care is consistent. Plans are displayed on a notice board and newsletters give details of the curriculum, future topics and letters of the week. Key workers meet termly with parents, to share progress records and set targets, so that parents can fully support their child's progress. Parents are encouraged to contribute to their child's progress records, and to be closely involved in the work of the nursery.

Organisation

The organisation is outstanding.

Children benefit from the nursery's outstanding organisation of time, space and resources. Sessions and activities are carefully planned, to meet the needs of all children attending. Ratios are excellent, giving the children plenty of individual attention. Children play in a very clean, safe and secure environment.

Children enjoy the care of an extremely competent staff team, who are committed to constantly improving their practice, by attending relevant training. Leadership and management are outstanding. The committee works very effectively with staff, to monitor the quality of provision, and to identify staff training needs. The nursery is currently working towards a quality assurance award.

Children's care is underpinned by all the relevant documentation. There is an excellent system for regularly reviewing and updating policies and procedures, and for sharing them with parents. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection, the nursery has improved children's safety, by updating the complaints procedure. The deputy manager is training for an appropriate child care qualification, which has developed her skills, for the benefit of the children, and will qualify her to be in charge of the setting. Staff have reviewed the daily programme, so that children now have an excellent balance of active and quiet activities.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk