

# Kingfisher Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	224124
<b>Inspection date</b>	09 July 2007
<b>Inspector</b>	Olwen Pulker
<b>Setting Address</b>	Kingfisher Nursery School, Holy Cross GM School, Wenlock Road, Shrewsbury, Shropshire, SY2 6LE
<b>Telephone number</b>	01743 248157
<b>E-mail</b>	
<b>Registered person</b>	Lisa Ann Mills
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kingfisher Nursery is privately owned and has been open since 2001. The nursery operates from one room of the Treetops Kids Club's demountable building which is situated within the school grounds of Holy Cross Infant School, near the centre of Shrewsbury. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 to 15:00 during school term times. Children have access to a secure outdoor play area.

There are currently 49 children from two years to five years on roll. Of these, 32 children receive funding for nursery education. Children attend a variety of sessions each week. The nursery currently supports children with learning difficulties and/or disabilities or speak English as an additional language.

There are four staff members working with the children, three of whom hold recognised childcare qualifications and another is currently working towards a qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

There are appropriate procedures in place for ensuring that the space used by children is hygienic, for example, toilet areas are cleaned twice daily, tabletops are wiped down before and after meals and toys are clean and in good condition. Children are learning good personal hygiene as they independently wash their hands after toileting and during messy play activities. They are learning to routinely wash their hands before eating and to cover their mouths when coughing or sneezing. Children are protected from the risk of infection and cross-contamination through the effective implementation of the setting's policies and procedures, such as, excluding children who are ill or infectious. All staff hold current first aid certificates and there is written consent to seek emergency medical advice or treatment in place for all children. This consent is available on site so staff have ease of access to it if required.

Children enjoy nutritious snacks and meals and are regularly involved in cooking activities which help them understand where food comes from. They benefit from having cooked lunches brought in from the school kitchen and there are clear arrangements in place to inform all staff of any special dietary requirements or food allergies so that children are served food that meets their individual needs. Some children bring packed lunches and have water bottles available all day. Staff provide milk in half litre bottles which children find easy to lift and most are able to pour their own drinks independently. Mealtimes are sociable occasions when children sit with their friends and chat about their activities. Staff join in their discussions, encouraging children to eat with comments such as "milk is good for your teeth and your bones".

Children have good opportunities to learn about keeping healthy through regular exercise. The use of physical play equipment and the enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy using a variety of wheeled toys in the outdoor play area. Children relish the time they spend outside and staff encourage them to play out of doors whenever the weather permits. They access the school playing field to practise for sports day and enthusiastically race each other, cheered on loudly by their friends.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a secure and safe environment. Premises are welcoming to both parents and children with colourful displays of children's work throughout. However, areas of the building, such as, the floor in the toilet area is in need of repair as there is a split in the linoleum and the board underneath is beginning to sag.

Children are closely supervised by staff and the adult to child ratios are good. Space is organised well so children can move freely and safely. The main entrance door is locked and callers are clearly visible to staff who monitor access to the provision and all visitors are required to sign the visitors book. Written risk assessments are in place and staff check safety aspects daily to ensure that children are safe and well cared for. Equipment is checked and cleaned regularly to ensure it remains suitable for children to use. Security and surveillance of children's arrival and departure is effective and a high level of supervision ensures children are kept safe. Fire precautions are in place and fire drills are practised regularly so that staff and children know what to do in the event of evacuation. Timely reminders and explanations from staff about

appropriate behaviour and use of equipment help develop children's understanding of how to keep themselves safe from harm.

Children have access to a variety of good quality, well-maintained resources which are developmentally appropriate. The provision of low-level storage units and a comfortable 'book corner' allows children easy access to toys and play materials of their choice. They are motivated and encouraged to learn by the keen adult support and well-planned variations of activities.

Children are well protected by staff who have a clear understanding of child protection. Comprehensive and effective policies and procedures are in place to promote and give high priority to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enter the group confidently and enjoy their time in the setting. An effective key worker system ensures they are cared for by consistent staff, whenever possible, which helps them settle quickly. They have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, paint and role play equipment. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with shaving foam, playdough, paint and sand helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for. They make as much use as possible of the outdoor play area and when the weather permits, those who choose to do so, are able to take their toys and play outside. Staff use the 'Birth to three matters' framework effectively when planning activities and routines for children under the age of three.

### **Nursery Education**

The quality of teaching and learning is good. Some staff have a secure knowledge of the Foundation Stage and apply this knowledge to plan and deliver the curriculum. Consequently children are making good progress towards the early learning goals. Written plans provide suitable guidance to staff about focused activities and what children are intended to learn. Activities are evaluated to inform planning for children's next steps in learning. Staff undertake observations and assessments of the children, and key workers use these to complete a stepping stones profile and informative end of term report for each child. Staff engage in children's play and challenge children by good use of questioning to extend their learning. Behaviour is well managed and this results in a calm and caring environment for children. They are sufficiently confident and content to work and play independently or in groups. Staff interact well with children and provide a comfortable environment in which children are able to learn and develop. Adult-led activities are organised effectively enabling children to work in small groups resulting in a high level of individual support enabling children to make good progress in their learning.

Children are excited and motivated to learn, they join in new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well-being. Children are developing their independence through participation in routine activities such as managing their own personal hygiene, tidying away toys after an activity, selecting their cutlery at lunchtime and pouring their own drinks. During 'free play' they independently choose from the array of toys and activities stored in clearly labelled storage boxes. Children are becoming

confident speakers and initiate and continue conversations with others. Children concentrate well during circle time, listening attentively to others speak about their chosen toy or recalling past events. There is a comfortably furnished book area which children use frequently. They show a good interest in books and handle them carefully, looking at them independently or sharing with a friend. Children are able to recognise their names on their name cards and most are able to pick out others beginning with the same letter. They are beginning to link sounds to letters and to write their own names with good support from staff. Some of the older children are able to hold a pencil effectively to form recognisable letters when independently writing their names. Their letter and word recognition is supported well through the visual prompts of labels and friezes within the room. Paper and pencils are freely available for mark making within the home corner so that children can use them during role play.

Children show an interest in size and colour when grouping compare bears. They look at counting books and confidently count the objects they see on the pages; they count to 17 with ease. Children know that six follows five when deciding the date for the calendar. They have good opportunities to develop simple calculation skills through counting the number of children in the circle and adding together the number of boys and girls, waving eight fingers in the air having added together four and four. Children make height charts recording their heights in centimetres and grasp concepts of tall/short and big/little. They sort socks by length and make repeat patterns when threading beads.

Numerous opportunities and activities develop children's knowledge and understanding of the world. They observe the weather and learn about the seasons as they update their calendar. Topic themes ensure that children learn about themselves and their families. They look at themselves in mirrors and paint self portraits and bring photographs of their family members to display. Children find X-ray photographs fascinating and proceed to draw their bones. Children have good opportunities to use information and communication technology (ICT) through use of a computer; they use their observational skills well to find different colour keys as they steer around the track.

Children's regular use of creative materials enable them to develop a wealth of imaginative, exploratory and sensory experiences. They enjoy tasting different vegetables, such as, button mushrooms, mange tout, baby corn and peppers when making kebabs. They excitedly throw soapy water in the air, calling out "look, it's snowing" and become fascinated by the patterns they create by rolling suds covered balls along the ground or the trail left by their shoes as they walk through the soapy water. The educational programme effectively covers the areas of music, art and craft and imaginative play.

Children move confidently with control and coordination. They negotiate obstacles well and use balls to improve their catching, throwing and kicking skills. Most children use small equipment, such as, paint brushes competently and are adept at using cutlery. However, the outdoor play area does not contain any large play equipment and therefore children have limited opportunities to extend their climbing and balancing skills.

### **Helping children make a positive contribution**

The provision is good.

The children have many opportunities to learn about themselves, each other and the world around them through planned activities. Children have access to a range of play resources, such as, books, puzzles and small world figures to raise their awareness of other cultures. There are good arrangements in place to support children with learning difficulties and/or disabilities or

children who speak English as an additional language; staff ensure they work with parents and other professionals to meet each child's needs.

Behaviour is good with children developing positive relationships with other children and staff who use appropriate techniques to foster positive behaviour. Children receive consistent messages about behaviour and manners and are learning to share toys and show care for each other. Staff build their confidence and self-esteem by offering praise and encouragement and valuing their achievements. Children's spiritual, moral, social and cultural development is fostered.

Parents receive good written information on how the setting operates and have access to all policies and procedures. Daily verbal feedback and the sharing of home link books produced for the younger children ensure parents are informed about what their children have been doing whilst attending. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Regular newsletters keep parents informed of the activities and events within the setting and how they can become more involved. A detailed and effective complaints procedure is in place. The partnership with parents and carers who receive nursery education funding is good. They receive clear information on the educational programme provided for their children. Topic sheets on the notice board inform parents of the current topic and they are kept informed about their children's progress as key workers produce end of term reports recording children's achievements. An 'open-door' policy is maintained to enable parents to talk to staff if they wish to do so. The setting encourages parents to become involved in their children's learning by inviting them to extend the activities relating to the letter and number of the week and to borrow reading books from the nursery. Children benefit greatly from the involvement of their parents in projects, which contributes to their development and learning.

## **Organisation**

The organisation is good.

The leadership and management of the setting is good. The provider has a clear understanding about the service she provides and has a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows her to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children and work well together as a team. Systems are in place to ensure that staff are aware of current good practice guidelines and can develop and extend their experience, for example, through training and access to childcare publications. Staff appraisals, team meetings and a clear management structure all help to ensure that staff remain committed to providing an exciting, happy and comfortable environment for the children in their care.

Most staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. Good child to staff ratios mean that children have individual attention where required and this helps them to develop well. Children are grouped according to their ages and level of development for focus activities. There are good procedures in place for ensuring that children are cared for by staff who have had appropriate experience, enjoy working with children and have completed appropriate checks. At times staff from the out of school provision based within the same building provide temporary staff cover in the nursery. Some are not fully familiar with some details of the health and safety procedures within the nursery and therefore are not fully effective in promoting children's safety.

Documentation, policies and procedures are organised well and all legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Records relating directly to children are stored confidentially and in line with requirements.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection there were several issues raised in relation to the care inspection. These issues related to the quantity and quality of meals and snacks, the provision of a suitable rest area for children, the cleanliness of the floor and the hygienic use of cleaning cloths, the confidentiality of accident and existing injuries records, the safety of light fittings and the updating of some policies. These have all been dealt with effectively to help ensure that children's welfare is promoted.

The provider was asked to address one issue in relation to the provision of nursery education for funded children. This was concerning the management of time, allowing staff to fully complete planning to support children's learning. The provider satisfactorily addressed this by extending staff hours thereby allowing sufficient time within the working day for staff to attend to planning without affecting the time and support given to the children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide suitable toilet facilities
- ensure that all temporary staff are fully familiar with the health and safety and child protection policies and procedures.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to extend their physical development in relation to their climbing and balancing skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)