

King Fishers

Inspection report for early years provision

Unique reference number 124973
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Inspector Lisa-Marie Jones

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Kingfisher Day Nursery is one of three nurseries run by Kingfishers. It has been registered since 1998 and operates from four rooms within a converted house on a main road in Thornton Heath, which is within the London borough of Croydon. The nursery is open each week day from 07:30 to 18:00 for 51 weeks of the year.

The nursery provides day care for 63 children within the early years age range and is registered on the Early Years Register. There are currently 47 children on roll within the early years age range. The nursery is close to local amenities with transport links. Children are accommodated in rooms for their age and have access to a secure garden area. There are also suitable toilet, office and kitchen facilities. The setting currently supports a number of children who speak English as an additional language.

The nursery employs 15 staff to work with the children. Of these nine staff hold appropriate early years qualifications, four staff are working towards a qualification and one is unqualified. Support and advice is given from the local authority. In addition to the early years curriculum some children receive tuition in French, dance and football taught by an outside tutors.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff recognise the uniqueness of each child to ensure that the needs of each child are routinely met successfully. Good arrangements exist to ensure children are kept healthy and safe at all times. The partnership with parents and other professionals contributes towards ensuring that children make acceptable progress, given their age, ability and starting points. Regular and thorough self-evaluation ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff absences do not have an adverse effect on the experiences the children receive
- continue to develop the current assessment and planning systems to ensure they reflect teaching practices that have assisted children's development
- ensure that risk assessments are recorded regularly and are included within day to day outings

The leadership and management of the early years provision

The manager focuses on continuous assessment and monitoring to ensure that all welfare and learning requirements are met and maintained and it is effective in identifying strengths and weakness and is used to devise actions that lead to improvement.

The setting runs smoothly as staff and resources are used well, however on the day of the inspection contingency plans for staff absences within one room did not have a positive effect on the children's leaning and development. There is good team spirit throughout the whole of the setting and staff turnover is extremely low, therefore staff work very well to support each other and are very aware of their roles and responsibilities to ensure the smooth running of the setting.

All written policies and procedures are maintained and are effective. They are regularly updated to ensure they are in line with current legislation and working practices of the setting. Risk assessments are maintained and effective to ensure children's safety and well-being, however, they lack information regarding local trips and outings taken by small groups of children, and are sometimes not recorded regularly.

The self evaluations, which are completed as a whole team, play a crucial part in ensuring that they are striving for improvement all the time. Improvements have had a positive impact on the overall quality of the early years provision. Grants have been secured recently to enable resources to be purchased and general building and maintenance of the setting to take place.

The manager endeavours to ensure that an inclusive service is offered where every child matters, but recognises that the children's profiles do not always give an accurate and clear picture of children's progress, and how targets have been met through teaching practices. Parents are given solid information about the service provided and they have good opportunities to share their concerns with staff.

The quality and standards of the early years provision

Kingfishers lead children to make good progress and showing positive attitudes towards learning, including those who speak English as an additional language. The setting works well with others to ensure children are well cared for.

Children demonstrate a keenness to learn and explore the learning environment around them and are seen to be busy and absorbed in their activities. Children make comments that they like coming to the nursery and enjoy activities on offer to them. They are very sociable and happy. They appear to have made friendships and communicate very well with adults and children. Behaviour is generally good throughout the nursery as staff have a sound understanding of suitable strategies to encourage positive behaviour.

Children are supported in their learning and development as staff are deployed

well to ensure they can guide children during activities and assist where necessary. They demonstrate good skills in promoting meaningful discussion or questioning during activities. The new planning and assessment systems are still being developed to ensure they identify learning intentions, support children's individual learning, capture their interests and offer extension to their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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