

# Kingfisher Nursery

Inspection report for early years provision

---

**Unique reference number** EY266143  
**Inspection date** 21/01/2009  
**Inspector** Denise Franklin

**Setting address** Boyton CP School, Boyton, Launceston, Cornwall, PL15 9RJ

**Telephone number** 07792 210902  
**Email** alison.barriball@tesco.net  
**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Kingfisher Nursery opened in 2003. The group operates from an Elliott building in the grounds of Boyton County Primary School, near Launceston, Cornwall. There is an outside play area and access to the school hall for physical activities. There are close links with the school. The group serves the surrounding communities. The group is open Mondays, Tuesdays and Thursdays during term time, between 09:00 to 12:00. On Wednesday the setting is open between 09:00 to 15:30. There is a lunch club from 12:00 to 13:00. On Fridays a toddler group is run by a member of the nursery staff, in the village for children who hope to attend the nursery. There are currently seven children on roll all of which are in the Early Years age group, including six children in receipt of nursery funding. Children with learning difficulties and/or disabilities are supported in the setting. A voluntary committee of parents run the setting. They employ four members of staff to work with the children. The manager and deputy hold level 3 qualifications. The other members of staff have level 2 qualifications, one of which is working towards Level 3. Since the setting has moved to a new building there is no direct disabled access but a grant has recently been awarded to the setting for improvements, which are to include this facility. The setting is currently registered on the Early Years Register and the Compulsory and Voluntary Childcare Registers. However it does not have any plans for additional provision for after school clubs or holiday clubs.

## Overall effectiveness of the early years provision

The staff at Kingfisher Nursery has successfully maintained its outstanding provision, which was identified in its previous inspection. It is highly effective in making sure children's progress is at least consistently good. The care and welfare of the children are high priorities for the staff and they ensure that all children, including those with learning difficulties and/or disabilities are fully included in all aspects of the setting. The manager and her team are continually very effectively evaluating their practice and up dating their knowledge and skills. Therefore the setting has excellent capacity to continue to thrive and improve.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the access from the new building to the outdoor area so that children can move freely inside and outdoors

## The leadership and management of the early years provision

The manager and staff have high expectations and strive to provide very high quality provision, which is evident through very effective on-going improvements. The manager has successfully managed a move to a new building and increased

staffing levels whilst maintaining outstanding provision. Supported by a dedicated team, she monitors and evaluates practice very effectively and all adults have excellent knowledge of the strengths and areas to be developed. Since the move to their new building the access to the outside learning area has become limited and this is a key priority for the setting. The staff and committee monitor attendance rigorously because the number of children on roll is fluctuating considerably and this is an ongoing concern in this small rural area. All the safeguarding procedures and risk assessments are excellent and are rigorously implemented to ensure the children are safe and well cared for at all times.

Partnerships with parents, the school and other agencies are outstanding. The setting provides detailed information for parents, including regular meetings to discuss their children's progress. There are excellent links with support services for children with learning difficulties and/or disabilities to ensure they get all the support to which they are entitled. This enables the children to achieve extremely well in relation to their capabilities.

## **The quality and standards of the early years provision**

An excellent range of stimulating activities is available for the children and they all thoroughly enjoy their time in the setting. Children are successfully developing their knowledge and independence and are being very well prepared for their future economic well-being. There is an excellent balance between planned activities led by adults and those chosen by the children themselves, allowing the children to focus on their own interests. For example, a child was observed investigating a sticky mixture called 'gloop'. The adult developed his knowledge and understanding of textures and observational skills very effectively through questioning. The child showed great interest and patience when he gently added colour to the mixture. New and familiar vocabulary was used extremely well and as a result the child's achievement was outstanding. Another child was observed pursuing her interest in ponies. With support, she made and decorated a hobby-horse. Again the adult showed skill in extending the child's communication skills very effectively. Group sessions are also used very well for stories, singing activities and opportunities for children to share their news. Behaviour is exemplary because adults use praise very effectively to promote good behaviour and currently children are responding very well to a recently introduced reward system.

Snack and lunchtimes provide excellent opportunities for children to socialise and to develop healthy habits. Behaviour is exemplary and the children sit quietly holding conversations with each other and the adults sitting with them. They have an excellent understanding of why they need to eat healthy and make choices about the drinks offered to them. After a session outside children are reminded of why they need physical exercise, particularly outdoors and this helps children to understand healthy living extremely well. All welfare requirements are fully in place. Children are gaining excellent knowledge and understanding of staying safe because the setting is following a topic based on 'People who help us'. Children are excited about a visit to a fire station next week.

The outdoor area is used very effectively for planned activities. It is very attractive,

stimulating and exciting, covering all areas of learning. Children participate fully and develop physical, imaginative and communication skills extremely well because adults are very skilled at listening and responding to them. For example, two children used the climbing frame first as a car to take them to the sea-side then as a boat. They were encouraged to say what they could see through their telescopes and this activity developed into imaginary play about pirate ships. Others soon joined in including the adults. Other children are able to sit quietly reading books and dig in the sandpit. In the previous building children had direct access to this area at all times, however since their move to a more spacious building access to the outdoors has to be planned for each day. The setting has just been awarded a grant to improve the access and this is a major priority for the manager, staff and committee.

Each key person is responsible for making observations and collating assessment information for each child in their group. Detailed focused observations are completed regularly and are used very effectively to plan activities and to track each child's progress. This information, together with samples of children's work and photographs, is gathered in the child's 'All About Me' folders to build a clear picture of the child's learning and development. Parents have access to these and are invited to contribute regularly themselves so that everyone can share and promote the child's learning and development both at home and at the setting. Parents also value the contact book, which is an excellent link between home and the setting. Parents also receive a short half-termly report on their child's progress in each area of learning. They feel very well informed about their child and the curriculum offered to their child in this outstanding setting.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.