

Kingfisher Day Nursery Pre School and After School Club

Inspection report for early years provision

Unique reference number	EY285337
Inspection date	16/03/2009
Inspector	Sheelagh Barnes
Setting address	Springfield Primary School, West Road, Spondon, Derby, Derbyshire, DE21 7AB
Telephone number	01332 669686
Email	
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Day Nursery, Pre-school and After School Club is run by Kingfisher Day Nursery. It opened in 2004 and operates from Springfield Primary School, in the village of Spondon and serves the local and surrounding communities. The setting is on both the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school opens each week day all year round and is open from 09.00 to 15.00. Sessions also operate within this from 09.00 to 11.30 and 12.30 to 15.00. The after school club is open each day after school from 15.20 to 18.00 and during school holidays from 09.00 until 18.00 each week day. A maximum of 32 children may attend at any one time. All children share access to a secure enclosed outdoor play area. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The provision is accessible for adults or children with disabilities.

There are currently 49 children aged from 3 to 12 years on roll. Of these 23 children receive funding for nursery education. There are three established members of staff; all hold appropriate early years qualifications. Staff members from the day nursery are used to maintain ratios and provide cover when needed. The setting has strong partnership with the primary school.

Overall effectiveness of the early years provision

Overall the quality of provision is good. Good procedures are in place to ensure that sessions run smoothly and that the children are given good care. The needs of children in the early years are met well. The provision is effective in promoting inclusive practice. The staff work well together to include all children, and they communicate effectively with parents. They know the children as individuals, fostering good relationships between children and with adults, and engage children in enjoyable activities. The manager is drawing effectively on external support in working for continuous improvement to make the provision even better.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to see and use print and numerals in the environment
- implement plans to develop the outdoor area to increase opportunities for exploring and climbing in a secure yet challenging environment
- refine systems for evaluating and monitoring the educational provision for children so that there is a clear focus for future developments in ensuring that all groups of children continue to make good progress.

The leadership and management of the early years provision

The leadership team has developed good systems to rigorously and systematically evaluate the way the pre-school works. They ensure that provision has a good impact on children's welfare, learning and development. They are aware of the things that are done particularly well and also how to improve provision further. They have rightly identified that children could achieve even more if opportunities for outdoor and energetic activities were developed further in line with plans shared with the primary school. Systems to monitor children's progress and attainment have been developed effectively and are used well as the basis for planning each child's next steps in learning. However, this information is not used yet to make overall evaluations and comparisons of the progress of different groups. Effective management ensures the drawing up and regular review of good policies to ensure children's welfare. Staff regularly up-date their knowledge by going on training courses and gaining relevant qualifications. Significant improvements since the last inspection include the improvement of systems to develop children's independence in their learning, more opportunities for children to see and practise writing, and access to drinking water for children all through the day. The children are safeguarded well because required checks are carried out on staff before they start at the pre-school or after school club. A good partnership with the primary school ensures that information on children is shared thoughtfully. The leaders work productively with parents. Parents spoken to said that they are given good, regular information on how well their children are getting on and that they are pleased that their children settle so happily.

The quality and standards of the early years provision

The setting promotes children's learning and welfare well. Children have very positive attitudes to learning and the activities planned for them. They come into the pre-school and after school club happily, and quickly become purposefully engaged in their activities. Staff give careful thought to planning activities which will support and stimulate all children attending, covering all of the areas of learning for their age. Activities are planned well, based on daily evaluations of how previous sessions have gone and how children have engaged with them. The following days' activities are tailored to meet each child's interests well and to extend their learning further. As a result children make good progress in their learning. Particularly strong emphasis is given to personal, social and emotional development, which is promoted excellently. Children interact positively with staff, and with each other, and respond extremely well to the thoughtful behaviour management strategies and to opportunities to take responsibility. They volunteer to wash up and to prepare snacks. They are confident and polite and take turns when using popular equipment, such as the 'builder's yard' area, and when playing football or using the construction toys. They concentrate and persevere, for example, carefully drying plates after snack time and relishing the opportunity to take on 'grown up' tasks. Staff help them to recognise shapes of different number symbols and to look for similarities and differences as they complete puzzles. They are given good opportunities to order, sort and count a variety of objects in their play. They talk about their experiences and some are very competent at

recognising their names and some letter shapes, such as at the start of each session, when they put their own names up on the wall. They enjoy cutting and sticking to complete their artwork and are very keen to show which balloon is linked to which string in their collage pictures. However, much of the display of letters and numbers that staff have provided is positioned above the children's heads and some of this display is quite small. This limits its effectiveness as a learning tool, although it does create a cheerful and bright environment. Children enjoy energetic play using bikes in the large playground which they share with the primary school. There are, however, limited opportunities to climb and balance at present as further planned development of the area has been delayed. Creative development is good. Children particularly enjoy singing songs and rhymes and making music for themselves. Skilful teaching of rhymes enables them to learn about such features as the various months of the year.

The setting gives great emphasis to creating an environment where every child matters and this is very apparent in the planning. Children develop an understanding of how to keep themselves healthy by, for example, striving to eat a nutritious snack or packed lunch each day. They all conscientiously wash their hands after visiting the lavatory or before eating, showing they understand how this is important to keep them from infection. Children are kept safe in the setting as staff supervise them constantly, but discreetly. They are confident in the procedure to be followed in the event of having to evacuate the premises in an emergency. They rehearse this drill regularly and complete it swiftly and confidently. Regular, thorough risk assessments have identified and addressed all hazards. Children learn how to keep themselves safe, and enjoy playing in the company of others. This, together with their exemplary behaviour and the way they learn to respect and consider others equips them with skills for the future and prepares them to be good citizens.

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

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

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 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.