

Kingfisher Day Nursery

Inspection report for early years provision

Unique reference number	EY371448
Inspection date	24/06/2009
Inspector	Jennifer Getty
Setting address	135 Duffield Road, DERBY, DE22 1AF
Telephone number	01332 344800
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 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

The Kingfisher Day Nursery was registered in 2008. It is one of four nurseries owned by Kingfisher Day Nurseries. It operates from a detached property with an annexe which houses the pre-school playgroup and is situated in its own grounds in Derby. The nursery operates for 51 weeks of the year from 07:30 to 18:00, Monday to Friday. The rooms on the ground floor for children aged two to five years are accessible to all, the rooms for the younger children on the first floor and are accessible via a staircase. There is a secure enclosed outdoor play area .

The setting is registered to care for 104 children from birth to eight years. There are currently 100 children from six months to four years six months on roll, all of whom are in the Early Years Foundation Stage. This includes children who receive funding for nursery education. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The setting currently supports children with learning difficulties and/or disabilities. The setting employs 30 members of staff who work with the children, 26 of whom have recognised early years qualifications and three members of staff are currently working towards a recognised early years qualification. The provider holds a degree and is working towards the Early Years Professional Status. The setting receives support from Derby City local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting is bright and welcoming, helping children settle easily. Processes of self-evaluation are used as a tool to make continuous improvement and the key strengths and areas for development are generally well identified and monitored. The children are involved in play throughout the day and are supported in making sound progress in their learning and development. The nursery has formed strong links with parents, using a broad range of methods to involve them in their child's learning.

What steps need to be taken to improve provision further?

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

- develop further the systems of observation and assessment so they link more closely to the expectations of the early learning goals and that the next steps identified are more clearly used to inform the learning intentions of the planning
- improve the quality of books available to children to support their enjoyment of reading and ability to learn how to handle books carefully and provide further opportunities to support the development of older children's independence
- improve the record of the risk assessment to include all boundaries of the nursery and outings.

The leadership and management of the early years provision

The management on the setting has a clear vision for the nursery. The processes of self-evaluation and the monitoring of the effectiveness of the systems in place are sufficient in highlighting the main strengths and some areas for improvement, with additions such as the new sensory room having a positive impact on children, who thoroughly enjoy the activities within this area. Staff are positive and develop warm relationships with children who respond well to their enthusiasm. They welcome all children and the strong partnership with parents and carers ensures that children's individual needs and requirements are respected. Children with learning difficulties and/or disabilities are supported in their development and appropriate strategies are used by staff to ensure they are fully included in the life of the setting, working well with other agencies. The nursery shares information about children's learning journeys and development regularly, and there are ample opportunities for parents to provide information about what the children do at home such as through a detailed form that links to the areas of learning. Parents receive ideas for activities and discussion at home that link to the topics being covered in nursery, extending children's learning beyond the nursery setting.

Policies and procedures work in practice to support children's welfare and safety, of which staff are knowledgeable. Risk assessments are completed for the premises, although details of all the areas children come into contact with or outings are not all recorded. Staff support children's health well, ensuring children follow clear hygiene routines and help them learn how to keep themselves healthy. For example, tissues are easily accessible and older children brush their teeth after meals. Younger children say 'we wash hands now' demonstrating an awareness of the routines. Recruitment and staffing procedures ensure that staff are aware of their roles and further training supports their ongoing development.

The quality and standards of the early years provision

Children are happy and settled in the nursery, enjoying a range of activities that are planned as a result of their interests. They are involved in play both indoors and outdoors with staff being well deployed to offer support. Staff interact with children throughout the sessions, younger children enjoy singing songs, listening intently and singing the words to 'five currant buns'. Babies enjoy lots of cuddles and have daily access to a creative area which they enjoy as they draw pictures with chunky chalk on the wall and experiment with textures in the shaving foam. Staff talk to babies and their physical development is supported by staff who provide suitable equipment to help them walk or crawl. Younger children have easy access to messy play, experimenting with a cornflour mix and splashing in the water. Younger children serve themselves lunch, although, the development of older children's independence is not fully supported. The well-equipped sensory room provides new experiences and opportunities for children to explore their senses and they are fascinated by the lighting and various effects created within the room. Staff encourage children to explore the area themselves and children laugh as they look through coloured net materials and children follow their own

interests as they use them to make things such as hats.

Older children talk to each other about their play, creating their own games and stories as they dig in the sand. Staff respond to children's interests well, creating a 'castle' home corner to which children contribute to the design and purpose and enjoy painting it with sponges. They use crates to make trains and cars outside, linking up with the younger children and working well together to achieve their aim. Activities such as growing vegetables and fruit support their knowledge and understanding of the world as they watch the roots grow and follow the process through. Books are displayed for children to use in a comfy area in the main room, although some of these are worn, limiting children's enjoyment of reading and not fully supporting their awareness of how to care for them. Children and staff use mathematical language during play and each room has activities available to support children in the development of their mark-making skills. Children in playgroup talk re-tell the story of 'Goldilocks', enjoying the challenge of recalling the words spoken by the three bears.

Planning is clearly focused on children's interests and the activities they enjoy. This provides a secure base for further learning, although the learning intentions of planned activities are not clear or known by all staff, limiting the opportunity for them to provide further challenge or support where necessary. Some areas of the nursery plan for children's specific learning needs, incorporating this into planning and provide consistent support to children. Children enjoy their time in the setting and develop a strong sense of belonging as they have named coat pegs and there are plenty of photographs and their own work displayed on the walls.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
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?	3

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