

King Fisher Day Nursery

Inspection report for early years provision

Unique reference number EY151885
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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).

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

King Fisher Day Nursery has been registered since 2001 and is privately owned by an individual. It operates from the ground and first floor of a residential house in lower Addiscombe, which is within the London borough of Croydon. The nursery is open five days a week from 07:30-18:00 all year round.

The nursery provides day care for 60 children within the early years age range and is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. There are currently 70 children on the Early Years Register on roll. 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 and children who have learning and/or physical difficulties.

The setting employs 15 members of staff that work directly with the children. Of these, 13 hold appropriate early years qualifications, the rest are working towards an early years qualification. Support and advice is given from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The staff's knowledge of each child's individual needs ensure that on the whole they are able to promote children's welfare and learning successfully. Children are kept very safe and secure at all times and really enjoy their time in the setting. The partnership with parents contributes very well towards ensuring that the needs of all the children are met. This means 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:

- continue to develop the planning and assessment systems to ensure consistency throughout the nursery that every child's individual needs are met
- devise and implement a system within the risk assessments to include regular outings undertaken locally

The leadership and management of the early years provision

The manager recognises the importance of continuous assessment and monitoring to ensure that all welfare and learning requirements are met and maintained

to a high standard. The manager and area manager are constantly monitoring and evaluating to ensure that continuous improvement takes place and that it has a positive effect on the children's learning and welfare. They both play an integral role in the daily management of the nursery by working alongside staff, to monitor and offer support.

On a day to day basis the setting runs smoothly as staff and resources are deployed well. Good systems have been devised to ensure staff are supported in their roles and that they have ample opportunities to have planning meetings to organise their key children's profiles and next stages of development, however the manager recognises that group rooms need to work closer together to ensure a consistent approach to the developing planning systems. Supervision and staff appraisals highlight where staff's strengths and weakness are, and training is offered in support, through the local authority. The staff team have gone through some staff and room changes and one of the pre-school rooms is still being established with the support of the manager. There is a good team spirit throughout the whole of the setting and 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.

The written policies and procedures are a fully working document of the nursery and are regularly updated to ensure they are in line with current legislation and working practices of the setting. Risk assessments are completed to ensure children's safety and well-being, however, they lack information regarding local trips and outings taken by small groups of children. 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. Regular action plans are drawn up and clearly show how targets have been met and what they are striving to achieve.

The manager and all staff endeavour to ensure that an inclusive service is offered where every child matters, they liaise very well with other agencies to ensure that children who have additional needs are fully supported in their learning and development, but recognise that the current information recorded in children's profiles does not always give an accurate and clear picture of children's progress, and how targets have been met. Parents are given good information about the service provided and they have opportunities to share their concerns with staff. Settling-in procedures are done on a very individual basis to enable children to feel welcome and part of the group.

The quality and standards of the early years provision

King Fisher Day Nursery enables children to make good progress in their learning and development, including those with learning and/or physical difficulties, and those who speak English as an additional language. Links and relationships with other agencies ensure that children can get the support that is needed to help them make progress.

Children are very keen to learn and explore the learning environment around them and are very happy and busy. They are very sociable and make friends easily and

communicate well with adults and children. Babies are calm and settled and enjoy what is on offer to them. Older children move around activities in small groups and pairs and readily take part in activities with each other. Behaviour is generally good throughout the nursery as staff have put suitable strategies in place for all children. Children learn to take turns and be kind and considerate to each other through general play and gentle, sensitive reminders from staff.

Children are supported by adults in their learning and development as staff are deployed very well to ensure they can sit with children during activities and assist where necessary, and are skilled in supporting children's learning through meaningful discussion or questioning. Staff are currently being supported well to ensure they are developing a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. The new planning and assessment systems are still being developed throughout the setting to ensure they identify learning intentions and 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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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