



## King Fishers

Inspection report for early years provision

<b>Unique Reference Number</b>	124973
<b>Inspection date</b>	23 January 2006
<b>Inspector</b>	Sue Boylan
<b>Setting Address</b>	89 Brigstock Road, Thornton Heath, Surrey, CR7 7JL
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<b>Registered person</b>	Cynthia Yvonne Wilson
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Kingfisher Day Nursery is one of three nurseries run by Kingfishers. It opened in 1998 and operates from four rooms within a converted house on a main road in Thornton Heath. A maximum of 63 children may attend the nursery at any one time. The nursery is open each week day from 07:30 to 18:00 for 51 weeks of the year. Children share access to a secure enclosed outdoor play area.

There are currently 53 children aged from 6 months to under 5 years on roll. Of these

19 children receive funding for nursery education. Children generally come from the local area. The nursery will support children who have special educational needs and do support children who speak English as an additional language.

The nursery employs 14 staff to work with the children. Of these 9 staff including the manager hold appropriate early years qualifications, 4 staff are working towards a qualification and 1 is unqualified.

The setting receives support from the Early Years Childcare Partnership (EYDCP).

In addition to the early years curriculum some children receive tuition in French taught by an outside tutor.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean environment where effective hygiene procedures are in place to protect children's health, such as wiping tables with anti-bacterial spray, using disposable gloves and aprons when changing nappies and serving fruit and sandwiches using tongs. The daily routine provides good opportunities for children to learn the importance of personal hygiene, for example, hand washing and cleaning teeth. Children benefit from a healthy life style. They go into the garden on a daily basis for fresh air, run off some energy and play with the equipment available

Children are protected from the risk of cross-infection because staff and parents are familiar with the sickness policy and children are not admitted if unwell. Most staff hold a current first aid certificate and this is updated regularly. This ensures children will receive appropriate care in the event of an accident. Parents give prior consent to administer medication in order that children are given the correct dose according to their needs.

Children enjoy varied and nutritious meals. The routine includes time every morning to participate at the snack bar where they are offered a selection of fruits to eat, along with a drink. This encourages independence, choice and the opportunity to sit and socialise with their friends. Staff have a good understanding of individual children's dietary requirements and ensure alternative food is provided. Children have access to water throughout the day so they do not become dehydrated and begin to understand about their own needs.

Staff follow babies individual sleeping and feeding routines. This provides continuity of care and contributes well to babies' health. Staff respond appropriately when babies express their needs both verbally and non-verbally, for example, putting up their arms to get out of the high chair, crying for more food and rubbing their eyes if tired.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming, child-orientated environment where they grow in confidence and feel secure. They know where their play room is and enjoy arriving in the morning to be greeted by familiar staff and other children. Displays of children's work and photographs of recent events show that staff value the children and their contribution. There is adequate space for children to eat and play, however children in toddlers and pre-school have to sleep in their sleeping bags, which are placed directly on the floor. This does allow children to rest in comfort. Equipment and play resources are in good condition and children can self-select from the range available.

Children are mostly protected from potential hazards because staff complete monthly safety assessments and daily checks in the nursery. However the radiators in both pre-school rooms are too hot, there is a loose socket on the stair way and some children walk around with their shoe laces undone. All of which does not adequately ensure the safety of children. Good security arrangements ensure children are protected from unwanted visitors. Children are beginning to understand how to keep themselves safe because staff remind them about tripping over toys "if you do not tidy up" and not swinging on chairs because "you might fall and hurt yourself". Children and staff are familiar with the emergency evacuation plan which is practised on a monthly basis at times to achieve full impact, such as, just before children wake from their sleep.

Staff have a satisfactory understanding of child protection and know how to proceed if they have concerns about a child in their care. This supports children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy, confident and relaxed. They readily approach staff for support indicating trusting relationships. Children benefit from the strong bonds with consistent members of staff which fosters emotional wellbeing. They separate from their main carer and warmly greet staff and each other on arrival.

Babies and toddlers enjoy some positive interaction with staff giving them confidence to try new challenges, for example, feeding themselves and taking a few steps. They have good opportunities to make choices and self-select resources from the range available. However resources are sometimes beyond the stage of development for the toddlers, for instance, puzzles. Children try and piece them together but because the puzzle is too difficult it is thrown on the floor in frustration. Babies and toddlers enjoy activities such as singing familiar songs, enthusiastically joining in with the actions, painting, water and sand play. Babies in particular like to experience and feel natural materials such as cardboard boxes, wooden brushes and crunchy paper. All children have a love of books. They will go to the book corner and independently choose a favourite book. Story time is part of the daily routine and some children go to the library to choose a selection of books to bring back to the nursery. They are offered the opportunity to take a book home from nursery to read with their parents.

Staff working with babies and toddlers have started to make good use of the Birth to

three framework. They plan a variety of activities that take into consideration young children's individual needs. However no formal assessment is made of children's abilities but staff make regular observations taking into account the structure of the framework. The information gathered is good but does not highlight any aims relating to children's progress. It is difficult to see which stage of development the child has reached.

## Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals with the support of staff who have a sound understanding of the Foundation Stage. Children are mostly offered a sufficient range of activities to cover all areas of the curriculum. However sometimes after lunch and rest the learning potential is not maximised because activities available are the same as the morning and children become dis-interested. Staff do not always ensure resources for the children to use are kept fully stocked and in working order, for example, no batteries in a small computer, unsharpened pencils, main computers not responding and some of the office role play equipment out of stock. This frustrates the children when they are motivated and want to learn. Staff make regular observations which help them identify children's achievements and ensure the next steps in learning are incorporated into plans. Group and individual focus activities provide good opportunities for children to progress in skills, such as learning colours and shapes.

Children enjoy the company of their friends, the freedom to initiate their own play and self-select equipment. They have good imaginations and thrive on the opportunity to pretend and make up their own stories, for example, "monsters in the castle" and "looking after our baby whose belly is hurting". Children have access to a daily creative workshop where they design and make, from the resources available. Most children are confidently counting up to 15 and some beyond. They are sorting and exploring volume with sand and water. Older children are recognising their name and some are making good attempts to write it. There are good opportunities to make marks and children understand that print carries meaning. However there is limited opportunity for children to link sounds to letters. Children play in the garden daily but their physical development is hindered because of the lack of challenging opportunities and activities planned into the routine.

## Helping children make a positive contribution

The provision is good.

Staff treat children with respect and value their identity. Children talk confidently about their lives outside of nursery, for example, "my mummy is coming to pick me up early to take me to the doctors about my eyes" and "mummy gave me a blank piece of paper to draw a picture of me". Staff respond appropriately to children's news and ideas which promotes positive self-esteem.

Children benefit from being part of a nursery that sees the importance of learning about today's diverse society. There are good opportunities for children to experience the wider world because a range of different festivals is acknowledged, such as

Diwali, Eid and Chinese New Year. Some children participate enthusiastically in weekly French lessons. Resources available enhance positive images of various cultures and traditions. Children enjoy the chance to go out into the local community to visit a Chinese restaurant and to sing to people of a residential home at Christmas. Staff arrange for visitors, such as, police, road safety and a nurse to come and talk to the children about their role which reinforces their understanding about "people who help us" . This ensures children's spiritual, moral, social and cultural development is fostered. Staff are skilled at responding to children's special needs. They liaise and work closely with parents to provide continuity of care. Children with English as an additional language are supported well.

Children know what to expect on a daily basis because staff ensure the routine remains consistent. Children behave well and respond to staff's positive behaviour management strategies, such as, presenting stars as a reward, setting the egg timer for one minute for quiet at circle time and the constant use of praise and encouragement. This contributes to positive emotional wellbeing. Children are willing to take turns and are learning to share.

There is good partnership with parents. Staff work hard to establish relationships with parents which ensures consistent care is maintained. Parents are given good information about the provision, the curriculum and Foundation Stage. Staff complete weekly or daily record sheets for parents depending on the age of their child. There are both formal and informal systems in place for parents and staff to share information about children's individual progress and development. Children benefit from their parents being welcome to attend the nursery's annual outing, "international day" for fund raising and "graduation day" when older children leave to go to school.

## **Organisation**

The organisation is satisfactory.

Children benefit from a consistent and suitably qualified staff team who have been appropriately vetted due to the effective recruitment procedure. Staff are aware of their roles and work well together. They are actively encouraged to attend training which will update knowledge on the care and education for children. Staff have good understanding of child development and are able to get to know the children well, which helps children feel settled and secure.

Most of the time, routine and space is organised satisfactorily. However at some periods of the day, for instance, in butterfly room, older children are put to rest, some do not sleep and therefore become bored with very little to keep them occupied. In toddler room, during afternoon circle and story time children become restless because the group is too big and is not taking into consideration ages and stages of development, for example, very young children will wander off because their concentration is limited.

Leadership and management of the nursery is satisfactory. There is a positive commitment to improve the provision and good use is made of outside support. There are not yet adequate systems in place to effectively monitor and evaluate the curriculum, teaching and activities. Staff have very little time during the day to keep

children's records up-to-date. This will impact on the learning and individual next steps for children if regular assessment is not maintained throughout the nursery.

There is a good range of policies and procedures which contribute to children's health, safety and wellbeing and guide staff in their daily practice. Most of the required records and written parental consents are in place. However the register of attendance for staff and children is not being maintained consistently. In an emergency this will not protect the children's safety, as on occasions it is not clear which staff are in the building and whether the numbers of children recorded present, is accurate. There are regular monthly staff meetings to ensure communication is consistent but there is no one-to-one individual supervision sessions or appraisal system in place for staff. Overall the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last Children Act inspection the provider agreed to ensure a suitable vetting procedure is in place which includes criminal records bureau checks (CRB) for all staff, conduct a risk assessment when children enter and leave the garden and use the downstairs bathroom, devise an operational plan, meet all fire safety recommendations, organise space in the toddler room to allow children to fully participate in a variety of activities, use observations to plan the next steps in learning and ensure there are effective procedures for the recruitment of staff.

Children are protected because improvement has been made in the vetting and recruitment procedure. The operational plan is in place with relevant policies and procedures. Monthly and daily risk assessment ensures children are kept safe whilst in the bathroom, entering and leaving the garden and fire officer recommendations have been met. Space in the toddler room has been re-organised so children can move around freely and participate in a range of activities. Observations to plan the next steps in learning remain outstanding.

At the last Education inspection the provider agreed to improve the assessment of children to plan for the next stage of learning and ensure staff attend training opportunities to develop knowledge and understanding of the stepping stones. Some staff have attended training to develop knowledge of the Foundation Stage which will promote and enhance children's learning. Regular observations are made so staff, when they have time, can plan focus activities for individual or groups if they need to practise a skill.

### **Complaints since the last inspection**

Since April 2004 Ofsted has received one complaint relating to National Standards 2 and 3 concerning staff qualifications, ratios and the care of children. Ofsted made an unannounced visit on 10 August 2004. We found no evidence that the provider was not complying with the original concerns raised. However another breach of statutory requirement was identified in relation to National Standard 1 concerning the vetting of suitable staff. An action was raised to immediately implement a procedure to check

staff. This was put into place and staff are vetted and if the check is not completed at the time of employment they will not be left unsupervised with children. The provider remains qualified for registration.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff and children's record of attendance is maintained consistently at all times
- ensure children are protected from potential risk to their safety (loose socket, hot radiators, hand dryer, shoe laces not being tied)
- make effective use of the information gathered in relation to the children's progress and future aims in their development
- consider the grouping of the children during rest and times when they awake

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to link sounds to letters
- ensure children have a suitable range of activities to extend and challenge their physical development
- provide a greater range of interesting activities after the lunch period so children can continue to participate fully in the curriculum

Any complaints about the inspection or the report should be made following the



procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)