

Kingfisher Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Kingfisher Children's Centre is managed by Norfolk Primary Care Trust. It opened its doors under the current management in 2009 and the nursery within this facility operates from an adapted building adjacent to St Bishops Primary school in Thetford, Norfolk. The nursery is easily accessible and has a secure, enclosed area for outdoor play. The setting is open for five sessions a week, on Monday between 9.00am and 12.00pm and then again from 1.00pm until 4.00pm; Tuesday between 1.00pm and 4.00pm and then on Wednesdays from 9.00am until 12.00pm and 1.00pm until 4.00pm. The nursery operates for fifty weeks of the year.

The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 60 children may attend at any one time in the early years age range. There are currently 25 children aged from two to three years on roll in the early years foundation stage age group, who attend different nursery sessions throughout the week. The setting is in receipt of government funding for early education. The setting welcomes children with special educational needs and/or disabilities, and children with English as an additional language. Strong links have been developed with local schools and other early years providers. The inspection does not cover other services offered by the children's centre.

There are three regular members of staff working in the nursery, all of whom hold appropriate qualifications and a nursery manager, suitably qualified, who also oversees the nursery. The setting works closely with local authority advisors and other staff within the children's centre to ensure children's and families' needs are met.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this spacious, friendly and welcoming sessional nursery. They enjoy a varied range of activities which help them to develop and learning is generally well-supported overall by staff. Outdoor facilities, are inviting however, surfaces for play lack variety. Excellent arrangements are in place to ensure children's safety and health and the environment actively promotes children's welfare. Exceptionally strong partnerships with parents and other services ensure that children's care needs are met well and the uniqueness of each child is respected.

Effective systems for monitoring and evaluating the provision enable all registered individuals, management and staff to identify and action areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide different learning opportunities for individual children who may need more challenge
- develop further children's critical thinking skills through staff's use of open questions
- develop the outdoor provision for children to enjoy the challenge of hills and hollows.

The effectiveness of leadership and management of the early years provision

The setting has a comprehensive awareness of safeguarding issues and all staff receive regular training and supervision on this matter. A thorough recruitment procedure ensures staff working with the children are suitable and the settings collaborative working with other key agencies is exemplary, robustly ensuring that children are protected when necessary. All children show a strong sense of security and feel safe at the nursery. Comprehensive risk assessments are effective in ensuring that potential hazards to children are identified and addressed. As a result, children play in a welcoming environment where their safety is given excellent consideration. Staff are well deployed throughout the sessions to ensure that children are well-supervised both indoors and outdoors. Ratios of staff to children are high, which ensures that children receive good levels of adult attention and care.

The registered individuals, manager and staff have clear aims for the nursery. They work together to monitor and evaluate the provision and are clearly aware of their strengths and areas for further improvement. Staff are well-supported by the nursery manager who is organised and ensures they have access to regular training, helping to keep their skills up-to-date in matters such as safeguarding. The nursery enjoys a calm atmosphere where children make full use of the well-equipped, high quality resources to support their play. Children benefit from free-flow indoor and outdoor play opportunities, making independent choices about where they wish to play. The nurseries proactive approach to inclusion ensures that all the children are welcomed and those with special educational needs and/or disabilities are quickly identified so that parents are actively supported in accessing services to ensure children's care needs are met.

The setting is highly committed to working in partnership with others and has a flexible, inclusive and sensitive approach towards parents and carers to ensure continuity of care for the children. There are well-established channels of communication between all parties involved with individual children's care and parents' views about their children's needs are actively respected. All documentation is accurate and clear, providing reassurance to parents about their children's welfare. Parents speak highly of the care offered to their children. They receive good information via newsletters and a notice board in the entrance hall and they comment that their children 'love' to attend and 'develop well' at the setting.

The quality and standards of the early years provision and outcomes for children

Children are eager to attend and make good progress in their learning and development in relation to their capabilities and starting points. Planning ensures children enjoy a varied range of activities based on their interests. A fascination with trains has prompted a nursery outing to the railway station and the opportunity to travel on a train journey which has been a rich experience for all the families involved. Each child has an assessment file where staff record observations and identify what is next for children's learning. However, as planning does not cover all children's needs, some opportunities are missed to extend and challenge individual children's learning.

Children behave well and instances of inappropriate behaviour, for example, an unwillingness to share, are handled calmly and positively. Children are rewarded for their efforts such as helping to tidy toys away and they are learning to respect one another and be kind. Good opportunities are provided for children to enjoy messy play which stimulates their senses and develops their creativity. They use a variety of paints to mark make on mirrors and paper, being keen to show results to staff who praise and encourage the children. A comfy story corner ensures that children enjoy looking at books independently and making use of the puppets and toys to re-enact favourite rhymes and stories. This helps to foster children's enjoyment of literacy. Children learn to count in everyday situations such as how many children are in the line and how many raisins are on the plate. Staff enjoy warm working relationships with the children and are attentive. However, staff do not make consistent use of open questions during routine activities with the children, which reduces opportunities for children to develop their critical thinking skills.

Children's welfare needs are met very well. They are encouraged to understand about their own safety, for example, to be careful when using scissors and how to behave when approached by strangers, which helps prepare them for future independence. Children are actively encouraged to adopt good hygiene routines such as hand washing before eating and putting tissues in the bin after use to avoid spreading germs. All medication and accident records are completed accurately and staff hold valid first aid qualifications to ensure that they can deal with minor injuries effectively. Rolling snack times enable children to access their own choice of healthy and nutritious snacks when they wish. Drinks are freely accessible to ensure that they remain well-hydrated. Children begin to understand about good foods for the body through healthy eating projects and they are learning about food origins as they grow tomatoes and strawberries to eat at snack time. Children enjoy regular opportunities to play outside and build their physical stamina. They display a great deal of physical competence as they whiz around on small trikes, enjoying the feel of the wind gushing through their hair and they hold small implements with confidence. However, as the play surface outside is one dimensional, children have too opportunities to enjoy the challenge of hills and hollows.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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