



Kingfisher Day Nursery Pre-School and After School Club

Inspection report for early years provision

Unique Reference Number	EY285337
Inspection date	23 November 2005
Inspector	Ann Winifred Harrison
Setting Address	Springfield Primary School, West Road, Spondon, Derby, Derbyshire, DE21 7AB
Telephone number	
E-mail	
Registered person	Helen Ruth Burton
Type of inspection	Integrated
Type of care	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.

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, 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 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 24 children may attend at any one time. All children share access to a secure enclosed outdoor play area.

There are currently 49 children aged from 3 to 12 years on roll. Of these 23 children receive funding for nursery education. There are 3 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 EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through daily routines such as hand washing and being encouraged to use tissues when they need them. Good hygiene procedures throughout the setting ensure that children are cared for in an hygienic environment. Staff wash their hands before preparing food and ensure tables are wiped before children use them for eating. Good procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy.

Children benefit from a healthy diet. Children in the pre-school enjoy healthy snacks of fresh fruit and their packed lunches are provided by their parents. In the after school club children enjoy nutritious teas such as pasta, cheese and biscuits, sandwiches and fresh fruit. Drinks are offered during the session, however, fresh drinking water is not available at all times to ensure children can access drinks whenever they are thirsty. Snacks and meals comply with any special dietary requirements to ensure children remain healthy. Staff work in partnership with parents to meet children's dietary needs and all staff are aware of any allergies, likes and dislikes. Children are learning about healthy eating through discussion with staff and planned topics such as 'People Who Help Us.'

Children enjoy good opportunities for physical exercise. They join in well with action songs and enjoy taking part in regular outdoor play. They ride bikes and use the climbing frame and staff help children to develop their physical skills by planning activities such as throwing bean bags into buckets, ball games and balancing on lines in the playground. Children go on short walks to a local nature reserve to observe the changing colours of autumn and to collect leaves for activities. During bad weather children take part in music and movement sessions and indoor physical activities. Children are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-organised environment, where risks to children are limited through good safety and security procedures. Staff monitor access to the

group at all times and precautions are taken by staff to ensure all areas are safe and secure. Risk assessments are completed and daily checks on the premises and equipment are made to ensure children are kept safe, consequently, children's safety is well promoted.

Children learn how to keep themselves safe, for example they know that they must not run indoors and they know how to respond to the emergency evacuation drill, which, is practised regularly. They learn about safe practices such as crossing the road and staying safe when on outings. Children have access to a good range of suitable and safe toys and equipment, which, are well maintained by the setting. They play in a safe and secure environment and are closely supervised at all times.

The setting has a comprehensive range of procedures and documents in place to ensure children's welfare is safeguarded and promoted including a policy on the collection of children and procedures for taking children on outings. Children are well protected from possible abuse because the staff have a good understanding of child protection procedures and are aware of signs and symptoms of abuse and appropriate responses.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enter confidently and quickly engage in play. Children experience a positive, warm relationship with the staff, which increases their sense of trust and well-being. Children gain good levels of self-esteem and confidence through meaningful praise and encouragement from staff. Children enter the group confidently and enjoy their time in the setting. A key worker system ensures that children are cared for by consistent staff, whenever possible. Staff plan a range of interesting experiences and activities to help children learn through their play.

Children have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, making models and role play equipment. Musical activities include singing and action rhymes which contribute to children's developing communication skills. Exploration with paint, dough, sand and water helps children represent their experiences, feelings and ideas in a variety of ways.

The older children in the out of school club continue to develop their creative skills by using a variety of craft materials to create their own art work. Board and floor games encourage them to participate and take turns.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. Staff have a good knowledge and understanding of how children learn and use the stepping stones to identify children's achievements. Planning is satisfactory, links to the stepping stones and ensures a range of activities and experiences are provided to extend children's learning.

However activities are sometimes repeated during afternoon session which results in lack of challenge for children who stay all day. Observations and assessments are undertaken although they do not always inform planning for children's next steps in learning. This means that children's progress is sometimes limited. Staff engage in children's play and use good questioning skills to extend children's learning. Behaviour is well managed and this results in a calm and caring environment for children.

Children are motivated to learn, they enjoy new experiences with enthusiasm. They form good relationships with staff and their peers which promotes their sense of well-being. Children are developing their independence through participation in routine activities such as putting on their own coats and gloves and going to the bathroom, however opportunities to further develop these skills are limited. Children are confident speakers and initiate and continue conversations with others. Children listen to stories and sing their favourite songs and rhymes. Children are learning to recognise their names by collecting their name cards at snack time. However there are few examples of print in the environment at child height to help children learn that print carries meaning. Children are beginning to write their own name and link sounds to letters but have they have limited opportunities to access writing materials freely to practise their emergent writing skills. Children count reliably to 10 and show an interest in shape and colour. They have good opportunities to develop simple calculation skills through number rhymes and through staff using suitable mathematical language, for example 'how many more will you need?'

Children are interested in the environment and are provided with a variety of activities which enable them to explore their surroundings for example collecting leaves and going on walks. They develop good exploration and investigation skills as they learn about change when planting bulbs and watching them grow. Children have opportunities to use information and communication technology (ICT) through use of a computer, taking photographs on a digital camera and using a tape recorder.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. They enjoy making models with play dough and recycled materials. Children express themselves freely through painting and enjoy exploring different textures such as sand, water and collage. Children's imagination is well developed as they play in the role play area and play musical instruments.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals. Children's confidence and self-esteem is developed well by staff with the use of praise and encouragement and various reward systems such as children's achievements going on a 'Well Done Tree' and children receiving stars for helping to tidy away toys. Children in the after school club are involved in making some decisions about their play, they have free access to toys and activities and they are also involved in planning topics and activities of their

choice. However children in the pre-school have limited opportunities to self select resources and initiate their own play which does not foster children's independence.

Children behave well in response to clear boundaries set by staff. Children are learning to share and take turns with equipment, for example they share the bikes during outside play and take turns when playing table games. They are encouraged to help each other and to use their manners well. This positive approach fosters children's spiritual, moral, social and cultural development. Practitioners ensure that the resources positively represent individuals from the wider community, this helps children develop a positive attitude to others.

All children benefit from the positive relationships staff have developed with parents and carers. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive written information on how the setting operates. The partnership with parents and carers who receive nursery education funding is good. They receive good information on the educational programme provided for their children, who benefit from a two way sharing of information between parents and staff to enhance their learning. Parents are invited to parents meetings to discuss their child's progress and staff are available if parents want individual discussions. The consistency is further advanced by daily verbal feedback to ensure parents are informed about what their children have been doing whilst attending and newsletters which give ideas for parents to help extend their child's learning at home.

Organisation

The organisation is satisfactory.

Children benefit from a familiar routine and are comfortable and at ease in the setting. They are confident to approach staff to ask questions and request support. Space and resources are well organised which enhances the care offered to children.

There are effective recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a high ratio of staff to children to offer good support to children. There are clear systems in place for recording accidents, medication and attendance records. Detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Induction procedures for staff are in place but these are not carried effectively with students which means that they are not always clear of their roles or the setting's policies and procedures.

Staff have a good knowledge of the 'Curriculum Guidance for the foundation stage' which ensures the educational programme is delivered satisfactorily. Staff work efficiently together as a team and there is a supportive management structure in place.

Leadership and management for nursery education is satisfactory. The manager has a sound knowledge of the Foundation Stage and supports the staff well in their development and training. However, individual staff appraisal and evaluation systems

are not yet in place. This makes it difficult to identify strengths and weaknesses and develop a clear focus for future developments which will ensure that children continue to make good progress across the Foundation Stage.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection a recommendation was made that snack times are interesting and valuable learning experiences for children.

Some improvements have been made, children sit together and talk to each other and to staff. Children can choose during some sessions, when they have their snack. However this area needs further development to help foster children's independence skills and to develop learning opportunities.

Complaints since the last inspection

There are no complaints to report.

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.

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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 fresh drinking water is available at all times
- increase opportunities to develop children's independence and opportunities for children to self select resources and initiate their own play
- develop further induction procedures to ensure students are aware of their roles and responsibilities and the settings policies and procedures.

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):

- further develop the system of planning and assessment to show children's next steps in learning and how all children will be challenged throughout all sessions
- increase opportunities for children to see print and numerals in the environment and increase opportunities for children to make marks and develop their emergent writing skills
- establish systems for evaluating and monitoring the educational provision for children so that there is a clear focus for future developments in ensuring that children continue to make good progress.

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