



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY266143

DfES Number: 545299

INSPECTION DETAILS

Inspection Date 26/01/2005
Inspector Name Leoarna Mills - Allen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kingfisher Nursery
Setting Address Boyton CP School
Boyton
Launceston
Cornwall
PL15 9RJ

REGISTERED PROVIDER DETAILS

Name The Committee of Kingfisher Nursery

ORGANISATION DETAILS

Name Kingfisher Nursery
Address 1 Beacon Park
Boyton
Launceston
Cornwall
PL15 9RF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Kingfisher Nursery opened in 2003. The group operates from a portacabin in the grounds of Boynton County Primary School, near Launceston. There is an outside play area and access the school hall for physical activities. The group serves the surrounding communities.

The group is open Mondays, Tuesdays, Wednesdays and Fridays during term time, between 09:00 and 12:00. They offer a lunch club between 12:00 and 13:00 on Mondays and Wednesdays. On Thursdays mornings a toddler group runs for children who hope to attend the nursery. There are currently 11 children on roll, including 8 children in receipt of nursery funding. Children with special educational needs can be supported.

The group is run by a voluntary committee made up of parents. They employ two members of staff to work with the children. The play leader is Montessori trained, and the assistant holds an NVQ 2. The group is currently undertaking a quality assurance programme run by the Cornish Early Years Development and Childcare Partnership, from whom they receive support.

How good is the Day Care?

Kingfisher Nursery provides good quality care for children.

The enthusiastic play leader offers effective support to both her assistant and to volunteers. They are well organised and clear about their roles and responsibilities. Together they create a welcoming and educationally stimulating environment for children, with plenty of high quality resources on offer. Their documentation and recording systems are in largely good order, with only minor amendments necessary to bring their complaints policy fully in line with the National Standards.

Children are safe and secure in an environment where access to the provision is closely monitored, and children are well supervised. Children's health and hygiene are fully promoted by staff, and children also access a good range of healthy items

at snack times. Staff have a clear understanding of their child protection responsibilities, and the procedures to be followed if an incident occurs.

Children enjoy a broad and interesting range of well planned activities at every session. Staff value children's contributions, and build warm relationships with them. Activities are also tailored to meet the individual needs of children, which are well known to staff as a result of effective key working systems. Staff act promptly to support children with special educational needs, and provide children with excellent role models for their behaviour.

Parents receive substantial amounts of information about both the work of the group, and about their child's welfare and progress. Good relationships between staff and parents are in evidence.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The group is very well organised; the operational plan is thorough and comprehensive, and is regularly reviewed.
- Staff readily enter children's worlds, sensitively and appropriately encouraging further exploration and learning as they play.
- Staff make very good use of space and resources, overcoming the limitations of size that their room presents very effectively.
- Children enjoy a wide range of healthy items at snack time.
- Children respond positively to staff encouragement to behave well; clear codes for 'how we play with others' have been established.
- Parents receive good quality information, through a variety of channels, which enables them to be well informed about all aspects of the provision.

What needs to be improved?

- the complaints policy to bring it fully in line with the expectations of the National Standards
- support for the acting deputy to gain an appropriate qualification for her role.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There have been no complaints.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Ensure that the complaints policy accurately describes the role of the registering authority.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kingfisher Nursery provides high quality nursery education, with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a very secure understanding of the curriculum, and are able to plan an engaging and educationally stimulating range of activities. They take every opportunity while working with the children to ask questions that encourage them to think, and to involve children in the progress of their own learning. Resources are very well used, though staff acknowledge that they could organise their use of time within the session to even greater effect. A sensible division of key working responsibilities allows the team to ensure that every child's achievements are monitored closely, and this information is used purposefully when planning further activities for the whole group. Children with special educational needs access assistance promptly. Staff are particularly skilled in providing children with positive models of behaviour for them to adopt.

The leadership and management of the group is very good. The play leader has, in the short time since the group was established, developed strong organisational and leadership skills, that enable her to effectively support both staff and volunteers. Together they are able to effectively evaluate the provision, and to bring about change where necessary. They access good levels of support from appropriate outside agencies, and have already begun a quality assurance programme.

The partnership with parents is very good. The play leader gives detailed information about the curriculum, and planned activities in order to encourage parents to be involved in their child's learning. They also receive regular updates about their child's progress from staff.

What is being done well?

- Children are quickly learning to play co-operatively and to follow the agreed codes for behaviour within the group; staff are highly skilled in helping children to behave well.
- The curriculum for communication, language and literacy is given very thorough coverage by the staff team, and children are strong conversationalists, enjoy stories and using books, and are making good progress with mark making and hand writing.
- Staff are skilled at entering into children's worlds as they play, and finding ways to enrich the learning experience.
- Staff plan very well; activities meet the needs of all children, are engaging, and are well resourced and delivered.
- Staff are very familiar with children's individual needs, making frequent

observations and assessments of their progress.

What needs to be improved?

- the evaluation of how staff use time within the session, to provide both active and quiet periods, that allow children to give their fullest concentration.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly to activities and are engaged in their play. They are proud of their achievements, for example making a book of outings they have done with the group. They are increasingly able to play co-operatively, share, listen to others and take turns, and respond well, overall, to encouragement to behave considerately. They are also developing positive independence skills, and enjoy doing things for themselves, such as pouring drinks, or putting stickers on charts.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident conversationalists, who are exposed to a language rich and print rich environment across the session. They enjoy making contributions to group times such as register or circle time. They can recognise many sounds and letters, as well as being able to recognise their own name in print. They enjoy stories and make frequent independent use of the book corner. They also have many opportunities to make marks, and many children can already write their name with little support.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children successfully count objects regularly throughout the session, and are also beginning to be able to group objects successfully, and solve simple mathematical problems. Children also have a sound knowledge of a range of shapes. They access very regular teaching that encourages them to use comparative and positional words such as 'bigger', 'smaller', 'next to' or 'in-between' correctly, and enjoy Montessori style teaching that further develops their matching and sorting skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have the opportunity to use the outside environment regularly as a way to learn about the world around them, enjoying woodland walks or trips to the Fire Station. Children also have a developing understanding of technology, using programmable and other electronic toys in their play, and learning about machines that help us. They have regular opportunities to learn about different kinds of people and the natural world, showing curiosity in how things work and change.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with awareness, negotiating obstacles successfully. They make regular use of large play equipment that encourages balance and co-ordination, as well as readily accessing small equipment and tools, such as pens, scissors, glue sticks and water jugs, allowing them to ever more successfully manipulate these items. Children are learning about their bodies, for example, about being hot or thirsty after exercise, and about the importance of washing their hands.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy regular opportunities to explore media and materials such as sand, water, paint and Montessori equipment. They also enjoy songs and music making, using instruments with enthusiasm and control, and showing familiarity with a range of songs. They make very frequent use of role play resources and art materials for their imaginative play, sustaining their games for significant periods of time. Children also respond well to being encouraged to make choices and express their views.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, however consideration should be given to the following;
- further evaluate the use of time within the session, to provide both active and quiet periods, that allow children to give their fullest concentration to tasks.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.