

# King Fisher Day Nursery

Inspection report for early years provision

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**Unique reference number** EY151885  
**Inspection date** 07/01/2011  
**Inspector** Denys Rasmussen

**Setting address** 159a Lower Addiscombe Road, Croydon, Surrey, CR0 6PW

**Telephone number** 0208 4059 055

**Email**

**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*.

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## Description of the setting

King Fishers Day Nursery has been registered since 2001 and is one of three privately owned day nurseries. It operates from the ground and first floor of a residential house in Addiscombe, which is within the London borough of Croydon. The nursery is open five days a week from 7.30am to 6pm 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. There are currently 80 children on the Early Years Register on roll. The nursery is close to local amenities with transport links. Children are accommodated in age related rooms and have access to a secure garden area. There are also suitable toilet, office and kitchen facilities. The nursery supports children with special educational needs and/or disabilities.

The setting employs 15 members of staff that work directly with the children. Of these, 13 hold appropriate early years qualifications. There is a nursery cook on site.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a safe and stimulating environment that values and respects all children and their families, successfully promoting children's welfare and learning. Their effective self-evaluation system supports them to identify both their strengths and weaknesses. This enables continuous development of the provision based on what they have accomplished so far ensuring they are responsive to the needs of the families using their service. Supportive partnerships with parents and other agencies contribute well in ensuring the needs of all the children are met. Children are well safeguarded and are able to play safely and securely because of the effective procedures and inclusive well organised environment.

## What steps need to be taken to improve provision further?

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

- develop the planning to ensure a smooth transition from lunch to afternoon activities in the pre-school room.
- develop children's awareness of languages, for example, by using names and labels that include words from different home languages and by introducing communication systems such as pictorial, signing and Braille.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because they are cared for by suitably qualified staff who have been appropriately vetted. All the required written documentation, including policies and procedures, are comprehensive and well maintained ensuring the management of the provision is safe and efficient. The relevant staff are knowledgeable about the procedures to follow to protect children's welfare and ensure all staff are trained in safeguarding. The thorough risk assessment procedures both for the nursery and outings means children are able to play safely. The children understand how to evacuate the premises safely because the staff regularly practise this with them. The nursery is well resourced with good quality equipment and play resources and exudes a friendly, safe and caring atmosphere.

There are effective self-evaluation systems in place that have enabled the whole staff team to identify weaknesses and put improvements in place; this is helped by information from parents and the Local Authority. For example, a parent commented that it was dark in the hallway, as a result extra lights were installed. The nursery has had major improvements in its organisation. For example, children are now grouped in ages and the rooms are larger to encourage a free-flow system. This has had a positive impact on the children enabling them to have more choice in play and staff have noticed the children are happier, more adventurous and inquisitive.

The nursery actively promotes equality of opportunity and works with parents and other agencies to support and meet children's individual needs. Positive images within play resources and the celebration of a variety of festivals and cultural traditions give children and families a sense of belonging and of being valued. Staff have had training in Makaton and behaviour management to assist and support children with learning, behaviour, speech or language difficulty, however Makaton is not used routinely in the nursery as yet.

The staff are keenly aware of the benefits to the children of working closely with their parents and other agencies in order to ensure that each child's individual needs are known and supported effectively. Parents are given good quality information regarding the setting and information is updated and relayed to parents through three monthly newsletters, formal letters and notices placed around the nursery. Parents gain information about their child's progress through parent day, daily diaries and daily discussion with their child's key person. Parents are happy with the setting and commented that their child is progressing well, has made friends and their social skills have developed. Parents commented that the staff are welcoming, polite and friendly and that their child is eager to attend

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

Children are observed as they learn through play to inform the planning for the next steps in their learning. The plans are linked to areas of learning and are evaluated to ensure they are matched to the full range of children's needs. However, the transition from lunch to afternoon activities is not as well planned which means during this time not all learning opportunities are fully exploited. The key person system is used to good effect particularly in the baby room ensuring children settle well into nursery life. The children are happy and secure in the setting and the babies are relaxed and content. Caring relationships are evident enabling children to form strong attachments to staff and other children within the nursery. This helps children to feel safe and secure. The positive and gentle manner of the staff promoting 'kind hands and kind feet' and 'listening to our friends' encourages the children to behave well and play harmoniously together. Children enjoy showing others their work and take pride in their achievements. Children are happy and enthusiastic, eager to play with their friends and confidently travel around the nursery participating in all the activities offered. The pre-school children have the benefit of a free flow system which allows them to play outdoors when they choose to. This means children are able to run around when they need to and gain the benefit of fresh air throughout the day. Children are offered a variety of healthy, diverse meals prepared by the nursery cook who ensures children's specific dietary needs are met. Children follow simple hygiene routines that help promote their health and prevent the spread of infection, such as washing their hands before they eat and after using the toilet.

Throughout the nursery there are attractive displays with some labels and words. However, the environment has not yet been fully exploited to develop children's awareness of languages other than English and children are not as yet introduced to different communication systems such as signing and Braille. Language development is supported well through story telling, discussion, role play and singing and the children play very imaginatively using all the resources available to them. For example, a child in the role play area was mixing flour vigorously in a bowl explaining he was making cakes and telling his friend what ingredients he would need. Another child wrote a shopping list and took her basket to the shop where her friend placed the items on her list in her basket, another group of children were wrapping each other up in blankets playing 'babies'. The rooms are organised to enable children to make choices in their play and they move equipment around extending their play. Children have access to a sensory room where they explore texture, smell and sounds within a visually interesting environment. All children are offered opportunities to experiment with a variety of textures and malleable materials such as custard, mashed potato, shaving foam, play dough, finger paint and shredded paper. There are a good variety of resources to encourage sorting, counting and matching and to make and recognise shapes and patterns. Children enjoy experimenting with music when they use the percussion stand and enthusiastically participate in action rhymes. Children watch the snow melt when it is brought indoors and grow plants in the garden. The children enjoy the time they spend at nursery engaging in interesting activities and

playing with their friends.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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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