

Kingfisher Day Nursery

Inspection report for early years provision

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EY285324

Inspection date

09/01/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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 Day Nursery was registered in 2004. It is one of four nurseries owned by the provider and operates from four rooms in converted premises in Spondon, Derby. The nursery is located on two floors with the baby rooms on the first floor. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is split over two sites, with children aged three to five years based in a local school.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 20 children may attend at any one time. There are currently 40 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of staff, seven of whom hold appropriate early years qualifications to level 3 and one to level 2 standard. The owner holds Early Years Professional Status and the manager is completing a foundation degree in early childhood studies. The nursery receives support from the local authority and has achieved a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very warm, welcoming environment where children make steady progress in their learning and development. The partnership with parents and other agencies is a key strength and is significant in ensuring that all children are nurtured and fully supported, enabling them to make good progress in all areas of their development. A rigorous evaluation process is undertaken on a regular basis. There is a clear vision for continual improvement, which all staff embrace keenly. Targets are manageable and achievable and ensure that the quality of the provision continues to improve.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of the information used to assess staff's suitability contain details of the date that Criminal Records Bureau disclosures are obtained (Suitable people). 23/01/2012

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

- develop resources further to reflect the diversity of children within and beyond the setting.

The effectiveness of leadership and management of the early years provision

Staff receive regular and up-to-date training regarding safeguarding and know what action to take in the event of any child protection concerns. They are clear in their responsibility to protect children from harm and whom to contact should the need arise. Recruitment procedures ensure staff who work with the children are safe and suitable to do so, for example, references and Criminal Records Bureau disclosures are sought before staff commence their duties. However, the record of information used to assess suitability does not contain all of the dates when these checks were obtained, which is a legal requirement. Written risk assessments and daily checks ensure hazards are identified and minimised to keep children safe in their environment. In addition, fire drills are regularly practised to ensure that children and staff can exit the setting quickly and safely.

Excellent relationships are established with parents, ensuring they are kept fully informed of what is happening on a day-to-day basis within the setting. Notice boards, parent partnership days and regular newsletters are just some of the ways in which information is relayed. Parents' suggestions are sought and staff analyse responses to make improvements, an example being the recent change to mealtime arrangements. A digital photo frame in the entrance provides parents with a snapshot of their child's day and the various activities they are engaged in. Children's achievements both at home and within the setting are recognised and shared on the display board. Excellent systems are in place to share information with other early years settings. This enables staff to provide consistency with regard to children's learning and development. A detailed document is completed when children move permanently to another setting or start school in order to aid smooth transition. Excellent links are established with a wide range of outside agencies. This means that all children receive the necessary support to promote their learning and development, therefore ensuring an inclusive service.

The management team demonstrate a strong commitment to ongoing improvement and continually evaluate the service they provide. There is a clear sense of purpose about what they want to achieve and how this will benefit children. The nursery has successfully completed a quality assurance scheme. As part of this process they have collated the views of parents and staff to contribute towards the evaluation process. Training is fundamental to the continuing improvement of the setting, enabling staff to enhance their knowledge and skills to enhance outcomes for all children.

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

Staff work closely with parents to build good relationships so that they feel reassured when leaving their children. Babies settle well with their key persons and good systems are in place to find out about their individual needs and routines. Staff are aware that the first colours babies see are black and white, therefore an area with various patterns and textures in these colours is prioritised to stimulate their sense of sight. This combined with soft music helps to create an environment that is soothing and comforting for them. Older children enter the nursery enthusiastically. They hang up their coats on their named pegs which are displayed with a picture or object related to the first letter of their name. This helps children make connections with initial sounds in words.

Staff plan activities to meet children's interests and this is achieved through dialogue with parents, ongoing observations of children and providing a wide range of resources. Space is limited, which means that resources are stored throughout the setting, impacting on the immediate choices available for children. Therefore, laminated photographs are displayed within each room, providing children with a visual reminder of the selection available. Learning journeys record the progress that children make through ongoing assessment clearly linked to the Early Years Foundation Stage practice guidance. Children for whom English is an additional language and who have special educational needs and/or disabilities are generally supported well. However, while resources, posters and visual displays reflect cultural diversity, they do not consistently reflect those of all children attending the setting. Staff make good use of appropriate questioning to develop and extend children's learning. Children are asked to predict what might happen if they add water to flour, providing various answers before testing out their theories. Babies explore with paint, and while initially being provided with brushes, decide that using their fingers and hands is much more fun.

Children enjoy a range of freshly prepared meals and snacks. A recent focus on healthy eating has resulted in the setting exploring how children's salt intake can be reduced. Parents have also been asked for their suggestions to support this initiative and a display board provides a regular update of what the setting is doing to promote this. Children demonstrate a clear recognition of following good personal hygiene and develop independence skills. They serve their own lunch, dictating how much or little they put on their plates. After eating, they use warm flannels to wipe their faces and hands. Outside specialists and professionals visit the nursery to offer dance, music and movement sessions. This helps children develop control and coordination as well as responding to instruction. Regular outdoor play enables children to fully develop their physical skills as they balance on stepping stones and climb apparatus, learning to negotiate these safely. Staff use every opportunity during daily routines and play to develop children's communication and numeracy skills. This provides a sound springboard for their future learning.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met