

# Kingfisher Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY438250

**Inspection date**

30/05/2012

**Inspector**

Hayley Lapworth

**Setting address**

48 Hill Street, Donisthorpe, SWADLINCOTE, Derbyshire,  
DE12 7PL

**Telephone number**

01530 274462

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Kingfisher Day Nursery is part of Kingfisher Day Nurseries Limited. It was registered in 2011 and operates from a two storey building in Donisthorpe, Derbyshire. The first floor is accessed via stairs, so may prove difficult for children and adults with limited mobility. There is an enclosed area for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery also provide after school care and school holiday facilities. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 93 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 80 children attending who are within this age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level two and above. The nursery receives support from the local authority. The provider has Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This nursery provides satisfactory care overall, with some good aspects. Staff are secure in implementing the learning and development requirements and children are making good progress. Most areas of children's welfare are supported appropriately. However, the storage of plastic carrier bags poses a potential risk to children. Engaging with other professionals and other settings is good. The nursery is in the early stages of evaluating the service they provide.

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

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

- ensure reasonable steps are taken to ensure the safety of children, with specific reference to the storage of carrier bags (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 06/06/2012

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

- improve the information given to parents by ensuring that policies and

procedures are reviewed and updated regularly.

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

Children are suitably safeguarded in most respects, as there are appropriate vetting procedures in place. The staff who work directly with the children have good knowledge and understanding of all types of abuse. They are aware of their responsibilities, including reporting procedures in the event of a concern about a child in their care. Deployment of resources and staff are good, which means children are fully supervised at all times. Most potential risks to children have been identified and minimised. However, the storage of carrier bags is ineffective and children's safety and welfare may be compromised. This is a breach of requirements.

There is some capacity to improve outcomes for children and their families. The management at this nursery are keen to address many of the identified areas for improvement. They are developing systems to identify their strengths and areas for improvement. They have completed the Ofsted self-evaluation form and are in the early stages of engaging with staff and parents to determine their views. The management and staff team have a positive attitude towards inclusion and are committed to treating children and their families with equal concern.

Secure arrangements have been established to work alongside other professionals, which means that children with special educational needs and/or disabilities can be fully included in the life of the nursery. A good range of resources that promote equality and diversity are available to all ages of children. Partnerships with other providers where children attend more than one setting are also effective. Therefore, children are provided with consistency in both their education and care. Some aspects of partnerships with parents are good. From the outset they are invited to be involved in their child's learning journey. For example, parents are asked to provide information about children's learning at home through the 'weekend news' scheme. Consequently, this ensures parents feel valued and included. The majority of parents who were spoken to at the inspection express overall that they are happy with the service they receive. They share that the staff have helped their children progress in areas such as self-confidence and speech development. Policies and procedures are accessible, however some of the information provided to parents needs updating. Consequently, at times they are not kept fully informed.

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

All staff are secure in their knowledge and delivery of the learning and development requirements of the Early Years Foundation Stage. They confidently present the children with hands-on experiences and are familiar with a range of

learning styles. Staff observe the children in their learning and make assessments of their stage of development. Their next steps on their learning journey are identified and good planning ensures that opportunities relate to these specific areas. Key workers know their individual children well and all staff appropriately support their development. Therefore, children are making good progress in relation to their starting points.

Pre-school children are beginning to gain a secure understanding of the world around them, including the natural environment. This is because they are involved in activities such as planting and growing foods to eat. Children enjoy filling pots with soil and transferring shoots of sweet corn from small to large pots. They are given opportunities to reflect on previous activities by talking about 'when the plant was just a seed'. They spend time looking at the roots and learn how to take care of living things. Children become engrossed in filling bottles with water from a bucket to water their plants. Following this they lead their own learning by adding soil to water to make 'mud pies'.

Children's personal social and emotional development is effectively enhanced. Babies and toddlers are cared for by staff who are sensitive towards their needs. Young children who are new or less settled are comforted by their key workers who are always in close proximity to them. As a result, they begin to settle and feel secure in their surroundings. Children of all ages behave well. They are learning to feel good about themselves as staff take many opportunities to praise them. For example, they verbally praise the older children for using their manners at the dinner table and babies for attempting to participate in songs and action rhymes. Children are also gaining skills for the future as many of the older children independently serve their own drinks and meals.

Children's understanding of their own safety is beginning to be enhanced. For example, at lunch time they learn about blowing their food before eating as it may be a little hot and burn their tongues. Children's good health is effectively promoted. There are good arrangements in place to prevent the spread of infection as hygiene procedure are thoroughly implemented. For example, all children are encouraged to wash their hands after using the bathroom and playing outdoors. Meals and snacks are healthy and take into account the nutritional needs of young children.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### 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	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- (take action as specified in the early years section of the report) (Suitability and safety of premises and equipment) 06/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- (take action as specified in the early years section of the report) (Suitability and safety of premises and equipment) 06/06/2012