

# King Fishers

89 Brigstock Road, Thornton Heath, Surrey, CR7 7JL

<b>Inspection date</b>	03/05/2013
Previous inspection date	29/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children benefit from a broad range of age-appropriate indoor activities and resources that promote their independence and support their learning needs well.
- Children are settled and happy in the nursery. They demonstrate good levels of independence and have a positive attitude to learning.
- Staff provide children with good support to enable each child to make good progress in their learning and development.
- Partnerships with parents are strong and contribute well to children's well-being. As a result, children play confidently and enjoy good relationships with staff.

### It is not yet outstanding because

- There are fewer opportunities for children to see and use numbers and letters in print in the outdoor area.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed and spoke to the children as they played, both indoors and outdoors.
- The inspector spoke with a number of parents to gain an understanding of their opinions about the nursery.
- The inspector reviewed children's learning records and spoke with their key persons at convenient times during the inspection.
- The inspector held discussions with the manager at various times during the inspection and viewed a selection of documents and policies and procedures.
- The inspector read the nursery's self-evaluation form and carried out a joint observation of staff practice with the manager.

## Inspector

Angela Ramsey

## Full Report

### Information about the setting

King Fisher Day Nursery is one of three nurseries run by Kingfishers. It registered in 1998 and operates from four rooms within a converted house on a main road in Thornton Heath, which is within the London Borough of Croydon. The nursery is open each week day from 7.30am to 6.00pm for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is registered on the Early Years Register to care for 63 children within the early years age range. There are currently 47 children on roll. Children are cared for in group rooms and have access to a secure garden area. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 12 full time qualified staff, including the manager, two unqualified part time staff, plus an area manager, a full time cook and a cleaner. The setting receives support from the local authority through an early years advisor.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide greater opportunities for children to see and take note of numbers and letters in the outdoor play area to further promote their developing mathematical and literacy skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff use their good understanding of the learning and development requirements to plan an interesting range of play and learning experiences for children. As a result, children make good progress in their learning and development. The systems for observation and assessment, including the two-year old progress check, are well established throughout the nursery. Staff use this information effectively to closely monitor children's progress and accurately identify the next steps in each child's learning.

Each group room is organised to enable children to explore the environment and build on their natural curiosity. For example, babies and toddlers enjoy investigating toys which encourage them to push buttons or open and close flaps. As children work out that one action has an affect on another, they gain a growing understanding of the world around them, as well as developing their smaller physical skills. Young children benefit from the purposeful interactions they have developed with the staff. For example, as they share lift-the-flap books children squeal in delight as they discover something hidden from view.

Staff also provide activities that enable babies and toddlers to use their senses. For instance, they enjoy exploring the feel and smell of shaving foam and begin to develop early writing skills as they use their fingers to make marks and trails in the foam. Staff talk to the babies as they play which encourages their emerging language. Babies respond by smiling and imitating staff.

The staff team provide children with a range of outdoor resources and activities. Equipment, such as climbing frames and slides, provide opportunities for children to practise skills in moving and balancing skilfully and safely. Children learn to negotiate space successfully as they adjust their speed or change direction to avoid obstacles using wheeled toys, such as tricycles. Staff support babies' and toddlers' physical development effectively, providing regular opportunities for children to move freely and play in a secure grassed area outdoors. Young children play with water and sand, filling and emptying containers, which helps to develop an early understanding of mathematical concepts, such as volume. Staff also provide musical instruments, which children use well to express themselves as they bang, shake and tap while staff sing rhymes and songs.

The quality of teaching is effective in supporting children's learning. Staff use children's interests to build on their current stages of learning and development. Children receive generally good opportunities to develop their mathematical skills, with a varied range of activities and resources. They build with construction bricks, discussing the various sizes and shapes with confidence. Children are also able to fit shapes into spaces as they complete puzzles. Children's developing understanding of the significance numbers and what they represent is supported well inside the setting. For example, there are numerous displays showing numbers indoors. Displays in the pre-school room highlight children's understanding of the comparisons of size. For example, they learn to use mathematical language, such as big, medium and small as they discuss the animals in the story of Billy Goats Gruff. However, this aspect of children's learning is not supported as effectively outdoors, where there are fewer opportunities for children to see and use numbers to help them become more familiar with the concept of numbers and their meaning.

Staff support children's developing literacy skills well. Throughout the nursery, children are able to choose from a good selection of age appropriate books. Younger children can make marks using paint, crayons and pencils. Older children are actively encouraged to write for a purpose. For example, writing materials are available in the role play area so that children can write 'shopping lists' during pretend play. However, there are fewer opportunities for children to see letters and words during outdoor play. As a result, staff are not always fully supporting children's understanding of the link between words and their meaning in the outdoor learning environment.

### **The contribution of the early years provision to the well-being of children**

Children enjoy attending King Fishers nursery. They separate from their parents/carers readily, showing they feel safe with their key person, with whom they form a secure emotional attachment. Through conversations with parents, key persons have a comprehensive understanding of each child's individual backgrounds, needs and

personalities. Babies and young children develop a strong sense of belonging as staff respect their individual sleeping and eating routines.

Home cooked meals are prepared on the premises. Meal times are well organised and are social occasions. At meal and snack times, staff encourage young children to feed themselves independently. In the pre-school room, children help themselves with fruit and drinks at the snack bar. At lunch time, the older children help to set the tables and serve themselves, which helps to promote their independence.

Overall, a wide range of resources support children's all round development, although there are some minor weaknesses in the provision of resources to support literacy and mathematics in the outdoor play spaces.

Generally children behave well. If differences do occur, staff reinforce boundaries and encourage children to share and take turns. Children manage every day tasks for themselves successfully, such as taking off and hanging up their coats. Staff encourage these tasks, providing children with good support and a strong basis for their move on to school.

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

The manager and the staff team reflect on their practice and demonstrate a clear commitment to securing continuous improvement at the nursery. Together, they have discussed and put together an action plan highlighting strategies to implement positive changes, which aims to bring about the best outcomes for the children. As a team, they are well aware of their responsibilities relating to safeguarding and child protection issues. Staff know the procedures to follow if a concern were to arise regarding a child's welfare. Risk assessments take place regularly to effectively monitor the premises, equipment, furniture and outings.

Effective recruitment and vetting procedures help to ensure that staff are suitable to work in the setting. Regular staff appraisals and supervision sessions identify training needs, demonstrating their commitment to improving their own skills and knowledge. The manager oversees the monitoring and assessments of the children's profiles and the planning of activities to meet children's needs.

Staff work closely with parents whose children speak English as an additional language, enabling these children to feel valued and welcome. Displays show words in Arabic and Twi, which staff use to converse with the children who use these languages. Additionally staff offer good support to children who have identified special educational needs and/or disabilities. Staff work in close partnership with parents and external agencies involved in the care of these children. Thereby supporting their progression at their own pace.

The effective key person system helps to ensure parents receive good information about their children's achievements and developments. Parents provide information at the start

of their child's placement, which helps to ensure staff are aware of children's individual starting points. Parents receive daily feedback about their child's day. In addition to this, parents are actively encouraged to share ongoing information from home about their child's progress. This enables the staff to effectively support children's individual learning styles and needs and prepare them for transitions to other settings. Parents speak positively about the nursery. They describe staff as caring and approachable and explain that their children are happy. These strong partnerships contribute greatly to children's well-being.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	124973
<b>Local authority</b>	Croydon
<b>Inspection number</b>	836154
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Cynthia Yvonne Wilson
<b>Date of previous inspection</b>	29/07/2009
<b>Telephone number</b>	020 8665 5429

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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