

# Kingfisher Day Nursery

135 Duffield Road, DERBY, DE22 1AF

<b>Inspection date</b>	11/04/2013
Previous inspection date	24/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 progress well in all areas of learning as the vast majority of practice is very strong and staff are all skilled in engaging their interest and motivating them to learn.
- The well-established key person system helps children form secure attachments and promotes their overall well-being efficiently.
- The management team monitors the nursery effectively and supports the staff team's professional development, which in turn, benefits all children.
- Staff develop good partnerships with parents and keep them well informed about all aspects of the provision. They communicate well to identify children's needs and to share children's achievements and progress effectively.

### It is not yet outstanding because

- Staff do not always provide inviting or comfortable book areas, or appropriate storage of books, to encourage children to use books independently.
- There is not always enough space to enable children to ride their bicycles effectively. As a result, they are not able to fully develop some of their physical skills, such as peddling, effectively.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the management team and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and mealtimes.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records, learning journey records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the nursery's documentation and policies and procedures.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

Kingfisher Day Nursery is one of four nurseries owned by Kingfisher Day Nurseries Limited. It registered in 2008 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted Victorian house close to Derby City centre. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year.

There are currently 126 children on roll, 96 of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children attend for a variety of sessions. The provision receives funding for three-and-four year old children.

There are 32 members of staff, 26 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. There are two staff who hold Early Years Professional Status.

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

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

- create book areas that are comfortable and inviting for children to use and ensure effective storage is in place, so that all children can access the books available both easily and independently
  
- review the outdoor space, so that children can use the bicycles effectively, to help develop their peddling skills efficiently.

## Inspection judgements

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

Children make strong progress in their development, given their starting points, as staff are enthusiastic, caring and provide attractive welcoming play areas. Staff are skilled at providing activities which children thoroughly enjoy and that offer a good level of challenge. As a result, children are progressing well in all areas of their learning. Staff initially seek as much information as possible from parents regarding what they know about their children. They make good use of the information from parents and their experiences to plan for each child needs. Planning for each child stems from staff's

observations of their interests, play and achievements, all of which are recorded in individual 'learning journey' records. These contain a selection of observations, photographs and children's work. Staff use this information accurately to complete the progress check at age two summary, which is shared with parents. They also track children's achievements on grids. This enables them to see if there are any gaps in the children's learning and to address these promptly. As a result, children are supported well to make maximum progress given their starting points. Regular communication with staff informs parents of their children's achievements and progress, and how to support learning at home. Staff plan regular reviews of children's development and invite parents to discuss their child's progress. This helps to promote a consistent approach and continuity of learning for children.

Staff are skilled at recognising young children's non-verbal communications. They use sign language when verbal skills are not fully developed, to increase children's ability to understand and communicate. Staff ask simple questions to challenge young children's thinking, such as, what they are doing, and encourage them to identify and name play items. This enhances young children's developing communication, language and speaking skills. Staff use open-ended questioning to encourage older early years children to think more deeply about what they are learning or experiencing. They also understand the importance of giving children sufficient time to formulate their response. Staff use books and stories effectively to engage children in language and to extend their imagination and understanding. This, in turn, helps children to learn that print carries meaning and encourages an interest in reading. This is very clearly demonstrated, when children use the attractive 'library' area. Here, children look at books and turn pages carefully, they snuggle to adults and listen attentively to stories and chat with their friends on cosy cushions and large teddy bears. However, the book areas in most of the rooms are not inviting. The books are of a good quality, but are not stored in appropriate accessible places and the seating arrangements are not always comfortable. Consequently children do not always use the books independently.

Children have access to a good range of resources to develop their handling skills including play dough tools, large inset puzzles and building blocks. Younger children enjoy dabbing paint using chunky paint brushes and older early years children draw recognisable pictures skilfully. They also are beginning to write their names accurately and write 'shopping lists' and menus, to aid their early writing skills. Children use their names cards as a visual aid and staff engage well to talk about the letters and sounds. As a result, children develop phonic awareness appropriate to their understanding. Children therefore develop good skills for their future success. Children learn about mathematics as staff use a range of opportunities to develop counting skills. Staff help younger children build a tower with soft play blocks, encouraging children to count to three. There is lots of praise as children successfully count. Children further their understanding of mathematical skills, as they sort objects by colour and size, play number board games and measure ingredients while cooking.

The outside area is stimulating and provides plenty of areas and activities for children to investigate. Staff encourage and support children's growing curiosity by involving them in many worthwhile activities. They explore the natural world as they dig for worms, hunt for mini beasts and watch butterflies fly in the summer months. Children's physical

development is fostered well as children have a free range to enjoy the challenges the physical equipment provides. They jump, climb, balance, run and skip and use sit-and-ride toys. The older early years children negotiate the obstacles as best they can as they pedal the bicycles. However, due to the amount of resources provided, they find it difficult to be able to pedal without having to stop. Consequently, there is a not enough space to enable them to fully develop their peddling skills to ride their bicycles effectively.

Children use information communication technology skills efficiently. Babies and young children press buttons on cause and effect toys and older early years children, use equipment to listen to a sound game. Children have opportunities to create and express their feelings as staff provide activities for them to explore different textures, such as, jelly, flour and material. One example of this is when children use the sensory room. They listen attentively to the music and jump and splash in the 'sea'. They swim with 'dolphins' and 'crabs' as they become fish and negotiate the waves, as staff move different pieces of material up and down. Staff further this experience and provide the children with shakers that become seaweed and children wave these with excitement. Children thoroughly enjoy this experience, they scream with delight and fully use their imagination and creativity. Staff are encouraging children's inventiveness and their expressions in an excellent manner.

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

Staff greet children warmly on arrival and children settle well and play happily, showing they are secure in the nursery. They quickly develop close relationships as they have one-to-one support from their key person. Staff take good account of children's individual needs. Each child has the support of an allocated key person who has a clear awareness of his or her individual care and learning needs. Younger children form good attachments and enjoy appropriate cuddles sitting on their key person's lap at circle and story times. Children play in a calm, relaxed environment and their behaviour is good. They show good care and consideration for one another.

Staff are good role models and help children manage their feelings and behaviour. They encourage children to talk about their own and others' behaviour, the consequences of their actions and when behaviour is unacceptable. This helps children feel safe in the nursery. Children are developing effective independence and self-help skills as they learn to independently use the bathroom, take their shoes and coats off and serve themselves their food and drink at mealtimes. Staff constantly praise and encourage the children, which builds their confidence and self-esteem. Staff provide a wide range of good quality toys that include wooden and natural resources, such as in treasure baskets. Children have free access to these toys, which helps build the independence effectively.

Children receive good support to understand the importance of adopting healthy lifestyles. They benefit from regular opportunities to play in the fresh air and are developing good personal care skills. They enjoy nutritious, tasty snacks and meals which are planned to reflect their individual dietary requirements. Staff provide activities to help children further understand about healthy eating. For example, children are beginning to grow their own vegetables. The older early years children have created a display about 'healthy eating',

which shows plates of food that are 'good' to eat. In addition, staff talk to children about the importance of looking after their teeth. Staff monitor children's health and development, and all required records to support children's well-being are in place.

Staff are very safety conscious and take positive steps to identify hazards and minimise risks to ensure the nursery is secure and safe both inside and out. They closely supervise children at all times. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing sand or toys in case they hurt each other. They part take in activities about road safety and have visits from the police to help them learn how to keep themselves safe in the community.

Children's transitions between rooms within the setting are managed effectively. Staff liaise with parents so they are included in the decision-making process as to when this occurs. Children visit the room they will be moving into on a number of occasions in the company of their existing key person. Their key person will then complete transition reports to monitor how well children settle; these are shared with parents which enables them to contribute their perspective. The transition to other settings is effectively planned and children receive good support from key persons to help them with this move, usually to school.

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

Staff have a clear understanding of the learning and development requirements in the Statutory Framework for the Early Years Foundation Stage and plan effectively for each child's progress. They have a good understanding of how children learn through play and organise the environment to encourage children to be active learners. As a result, the children make good progress. Children play in a secure safe environment where staff complete thorough risk assessments and daily safety checks. Staff all have a secure understanding of child protection procedures and undertake safeguarding training as part of induction procedures. Recruitment procedures are rigorous to ensure staff suitability. Managers are confident in procedures to follow should they have any concerns about children's well-being. Strong relationships exist between the owner, manager and full staff team. Communication is very effective and staff demonstrate a good understanding of all policies and working practices. Management review the comprehensive range of policies to take account of any new requirements. Staff practise regular fire evacuation drills so they are confident and know what to do in an emergency. There are effective systems to promote children's welfare as all staff undertake paediatric first aid and food safety training. They follow clear procedures for recording accidents and for the administration of medication. Children play in clean well-maintained premises where staff follow good hygiene procedures to minimise the risk of cross-infection. They clean up any spillages during the session to ensure the premises remain clean, suitable and safe for the children.

Strong and effective leadership and management oversee and monitor the elements of day-to-day practice and children's learning very well. A good focus is placed on self-evaluation and continual improvement. Ongoing self-evaluation and critical reflection,

which takes account of the views of staff, parents and children, form part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for development. For example, they are in the process of putting in place 'Transition boxes' for pre-school children. These will contain relevant objects related to school life, such as uniforms and photographs of the local school. These are for the children to play with and will help their understanding of school. Realistic action plans are in place to address the improvements. Recommendations made at the last inspection have been addressed successfully. Regular supervisions and appraisals help to recognise the strengths of each staff member and identify any areas where further training may be beneficial. This helps improve the learning and care of the children over time.

Children who speak English as an additional language and those who have special educational needs are provided with targeted support to help them reach their potential. This involves effective links with other involved professionals to provide consistency and cohesion, such as the speech and language services and the local authority inclusion officer. This is done as inclusively as possible and staff communicate well with parents. The nursery recognises the value of meeting up with staff from other early years settings that children attend and the importance of strong relationships with the local schools. There are effective systems in place to bring this about. For example, teachers visit from the feeder schools to help provide overall continuity of care and learning.

Parents speak very positively about their relationships with staff and are pleased with the care that their children receive. They appreciate discussions with staff each day where they are told about the activities their child has enjoyed, as well as other information, such as the food they have eaten and whether they have slept. There are also newsletters and notices which inform parents of forthcoming activities, including regular social events. This helps ensure there is good communication between both parties to ensure staff have a firm understanding of the children's needs, to provide the best possible care they can for them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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>	EY371448
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	908665
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	104
<b>Number of children on roll</b>	126
<b>Name of provider</b>	Kingfisher Day Nurseries Limited
<b>Date of previous inspection</b>	24/06/2009
<b>Telephone number</b>	01332 344800

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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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