

Kingfisher Day Nursery

150 - 152 Porchester Road, Mapperley, Nottingham, Nottinghamshire, NG3 6LB

Inspection date	17/04/2013
Previous inspection date	13/07/2009

The quality and standards of the early years provision	This inspection:	
	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 are happy, settled and behave well. They are familiar with what is expected of them and have formed good, secure relationships with practitioners.
- Children are making good progress in their learning and development. They happily explore the good range of toys and activities independently inside and outdoors.
- Effective leadership and the management team ensure the quality of service provided for children and their families is of a good standard because they are enthusiastic and are good role models for practitioners to follow.

It is not yet outstanding because

- There is scope to build on children's very good communication and language skills during story time because, presently, practitioners use fewer open ended questions which do not fully enhance children's range of possible answers.
- Practitioners do not always maximise opportunities and activities to further enhance and challenge more able children in the baby room when younger children are present.

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 spoke with the manager and owner, practitioners, undertook a joint observation with the manager and interacted with children at appropriate times throughout the inspection in the nursery rooms and outside.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation, including the nursery's self-evaluation document, children's learning journeys, planning documentation and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

The Kingfisher Day Nursery was registered in 2005. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in two converted Victorian houses in the Mapperley area of Nottingham and is one of four privately owned nurseries. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs 10 members of child care staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold qualifications at level 2, including the owner who has Early Years Professional Status. The nursery opens Monday to Friday all year round and is only closed for one week at Christmas and all public bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- offer more regular opportunities for children to develop their very good communication and language skills during story time by using more open ended questions to support their thinking and responses

- enhance the already good opportunities for more able children in the baby room to be more challenged by varying the range of activities in that room.

Inspection judgements

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

Children's progress is successfully tracked by practitioners who are implementing the Statutory Framework for the Early Years Foundation Stage into their practice. They complete spontaneous observations and planned activities which are then assessed using the document 'Development Matters in the Early Years Foundation Stage'. These assessments identify how well each child is progressing. Activities are then flexibly planned to support children in their next steps of learning while incorporating children's individual

interests. There is a good balance of child-initiated and adult-led play, which supports children to achieve and make good progress while playing both inside and outdoors. However, in the baby room practitioners do not always maximise the already good activities and opportunities to further enhance and challenge more able children to progress. This is particularly when younger children are new to the nursery and need to be settled.

Children are making good progress in their learning and development because they are effectively supported by practitioners from the time they start at the nursery. Information is carefully gathered from parents before the child starts, enabling practitioners to plan activities pertinent for individual children. Communication is maintained with parents in various ways, such as daily discussion and structured parents' evenings. This helps them understand how well their child is progressing in their learning and development. Furthermore, practitioners engage well with parents, helping to link children's next steps with ideas for parents to continue their child's learning with them at home. Additionally, practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, practitioners encourage children to take story and reading books home to support their literacy skills.

Children are offered a good range and variety of interesting activities. Outside, children excitedly engage with a range of musical instruments made from saucepans and kitchen utensils. They express themselves by banging and shaking the objects as they beat out rhythms successfully. Children particularly enjoy using their large muscle and counting skills as they stride across crates, counting them up to seven. Inside, children eagerly explore dinosaurs, engaging in conversation with practitioners, describing sizes and shapes, as well as talking about events from home. Babies are supported very well in structured activities to help them enhance their physical and sensory skills. For example, practitioners sensitively introduce treasure baskets, using a good range of objects, such as feathers and ribbons, to help babies touch, hold and feel them in a calm and relaxing atmosphere. This also helps new babies settle quickly in to the care of the practitioners. All children's communication skills are developing well. Practitioners use soft, warm tones and facial expressions with babies to help them feel relaxed and comfortable. Older children sing songs and engage well in conversation with practitioners. Key words in home languages help children with English as an additional language to feel fully included. However, there is further scope for practitioners to ask more open ended questions during story time to support children in maximising their range of possible answers and thinking. Children also have access to a good range of books to help them learn that print carries meaning.

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

Practitioners create a welcoming, safe, clean and stimulating environment for children. Toys, resources and activities are attractively presented and accessible for all children appropriate for their age and ability. For example, practitioners in the baby room place treasure baskets on the carpet so that babies can easily reach out and touch them as they explore independently. Older children access toys that are stored at low-level in labelled draws with pictures and writing, helping them recognise that print has meaning and

develop their literacy skills.

The key person system works effectively, ensuring all children's needs are quickly identified and met. Practitioners value parents input from initial discussions as this helps them prepare and plan play and routines that children are familiar with. They work closely with parents keeping them up to date with any changes and their child's progress. As a result, children settle quickly from the time they start at the nursery and during transitional times between rooms. Practitioners also work closely with parents and teachers in preparing children to be ready for their move on to school. For example, teachers visit the nursery to share information to help the children become familiar with their new surroundings.

Children are forming warm and secure attachments with practitioners; they are happy and engaged in their play. Children settle on arrival to the nursery because the practitioners are warm and welcoming. For example, practitioners work hard and are very sensitive, helping babies settle as they leave their parents for the first time. They offer copious amounts of reassurance through play, cuddles and speaking in soft tones. As a result, babies begin to explore and investigate the toys happily. Older children are confident and happily explore and investigate by themselves. They are familiar with the boundaries and expectations and their behaviour is good. Their self-esteem is high because practitioners praise and encourage children's achievements, no matter how small.

Practitioners are good role models because they oversee children's toileting and self-care routines. For example, children learn that regular hand washing routines helps stop germs from spreading and making them poorly. Furthermore, effective nappy changing routines and cleaning rotas completed by practitioners are robust to minimise the spread of infection, creating a clean and well maintained nursery for children. Children also learn about keeping safe. They walk up the stairs in a calm manner so they do not trip and hurt themselves. They also regularly participate in emergency evacuation drills to help them learn what to do to keep safe should they need to leave the nursery quickly. Practitioners value the importance of helping children keep fit and healthy. They plan play to incorporate time outside everyday where children run around in the fresh air while exercising.

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

Children are protected well. This is because practitioners have a good understanding of their role and responsibility in safeguarding children. All practitioners are confident in the procedures they would take should they have any concerns regarding a child in their care. They are familiar with individual staff roles, such as, who is the designated person in safeguarding children. All practitioners undertake regular training to ensure they are up to date with current practice and changes to policies and procedures. For example, practitioners fully adhere to requirements in the revised Early Years Foundation Stage, such as, the use of mobile phones and cameras in the nursery. Robust risk assessments are completed every day before children arrive to ensure that all potential hazards are identified and minimised. For example, the baby room is a safe environment for babies

because practitioners ensure shelves store resources safely and any low-level electrical equipment, such as, electrical sockets, are inaccessible. Further robust monitoring by senior managers ensure that all children are safe while on the premises or when they go on outings. For example, close circuit television in each nursery room enables senior managers to maintain a visual check on all children throughout the day, while monitoring practitioner's performances.

Effective recruitment and selection procedures ensure that all practitioners working with children are suitable to do so. Furthermore, regular appraisals of all practitioners enable senior managers to closely track practitioner's skills and knowledge. This ensures children are offered a good quality service while they successfully progress in their learning and development.

Actions and recommendations made at the last inspection have been effectively addressed because the management team and practitioners are fully committed to making continual improvements which effectively benefit children. For example, resources, such as books and programmable toys, are varied and accessible for all children in all rooms, promoting good opportunities to enhance their learning. Furthermore, the management team have worked hard to make improvements to the outdoor area, which also doubles up as a car park for parents and visitors at the beginning and end of the day. Various resources, such as, gardening tools, equipment and furniture, have been purchased and utilised successfully. This supports children to enhance their skills and interests while promoting their health as they spend time outside in the fresh air on a daily basis.

Parent's and children's views are sought regarding changes and improvements. This is achieved through various methods, such as a 'comments box' for parents, and talking to older children about what new toys they would like to play with. The manager and owner are enthusiastic in bringing about changes to improve the quality of the service provided. They are good role models for practitioners to follow. For example, the manager spends time in the rooms within the nursery. She leads by example, whether monitoring adult to child ratios, record keeping or in her quality of teaching while engaging with children. As a result, children benefit from a quality workforce because the educational programmes and welfare requirements are effectively monitored and implemented.

Practitioners are welcoming and approachable to parents and visitors and have a good understanding and value the importance of establishing trusting relationships. They also value and understand the importance of exchanging information with parents. This is achieved through various ways, such as daily discussions and written daily diary sheets about what the children have done through the day. Parents are also kept up to date about events in the nursery through regular newsletters and annual parents' evenings. A good range of information is displayed around the nursery, such as, the comprehensive range of written policies and procedures, children's key person, practitioner's qualifications and training certificates, as well as colourful art work by children. The nursery values the input from external agencies working closely to support children in meeting their overall needs. For example, speech therapists spend time in the nursery working with practitioners to support children in developing their language and communication skills, to ensure that their progress is good. Furthermore, practitioners also value input from specialist teachers to improve and develop their skills through training.

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

Unique reference number	EY302965
Local authority	Nottinghamshire
Inspection number	908706
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	57
Name of provider	Kingfisher Day Nurseries Limited
Date of previous inspection	13/07/2009
Telephone number	0115 993 2915

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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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