

# Kingfisher Day Nursery

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

<b>Inspection date</b>	04/08/2014
Previous inspection date	07/08/2013

<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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are safeguarded well. This is because practitioners are suitably qualified and complete regular training. They have a secure understanding of their roles and responsibilities while following effective procedures to protect children.
- The key-person system works well ensuring children form secure attachments with practitioners, have appropriate time to settle and then move on to the next stage in their learning smoothly.
- Practitioners work sensitively with parents, which offers a strong contribution to ensuring that all children receive the necessary support for their individual needs.

### It is not yet good because

- The monitoring of some practitioners' tracking of children's progress is variable. As a result, not all children are supported in their learning and development so that they consistently make good progress.
- Children have fewer opportunities to develop their communication and language skills during story time because practitioners do not always respond swiftly enough to children's questions.
- Children's health is not always maximised because some children share the same bedding or sheets when sleeping on mattresses.

## 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, owner, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector sampled a selection of documentation, including practitioners' first-aid qualifications and suitability checks, documents relating to children's welfare and learning and written policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents as discussed with them during the inspection.

## Inspector

Judith Rayner

## Full report

### Information about the setting

Kingfisher Day Nursery was registered in 2005 and 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 secure and enclosed areas available for outdoor play. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, three hold qualifications at level 2 and one is unqualified. The owner 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 and children attend for a variety of sessions. There are currently 83 children on roll; of these, 78 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- review the methods used to robustly, consistently and regularly monitor the way practitioners track children's learning and development so that all children make good progress.

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

- maximise children's communication and language skills by responding swiftly to their questions during story time activities
- make the most of the available resources, such as using separate sheets and bedding during sleep time, to promote children's health further.

## Inspection judgements

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

Most practitioners have a good understanding of child development and successfully track children's progress. However, some practitioners do not routinely make assessments, which impacts on some children not being supported in their learning and development so that they consistently make good progress. Consequently, not all activities that are

planned are sharply focused for individual children to ensure they are sufficiently challenged. Most practitioners gather useful information from parents about their child and use this as a starting point to build upon children's interest and stage of development. Most practitioners carefully observe children in their play and effectively use information from parents, which contributes to most practitioners planning relevant and pertinent play for each child. Practitioners also understand the importance of having a balance of child-initiated and adult-led play. For example, after lunch children in the pre-school room choose their favourite books to be read by practitioners. Practitioners working with babies implement painting activities to help them assess how babies hold paint brushes as a way of monitoring their physical skills. Most children's progress is recorded in their own development file, which is also regularly shared with parents, keeping them updated on their child's progress. The child's key person shares information with parents regarding their child's next steps and offers suggestions and ideas for parents to use to support their child's learning at home.

Babies are happy and settled. They confidently explore the safe and secure environment and resources because practitioners provide activities for them to independently choose from. Good teaching skills by practitioners ensure babies from a young age develop the confidence to pick up objects, such as wooden bricks. Practitioners extend their learning by carefully counting them, which supports babies' mathematical skills well. Practitioners praise babies when they attempt to place them on top of one another and this encourages them to continue having a go. Toddlers explore independently. They enjoy using paint and brushes to make marks on paper, which enhances their physical and literacy skills. Practitioners carefully engage with them, helping children learn about the colours they use. This encourages toddlers to explore with more colours and continue making marks. Toddlers also use their imaginative skills well. They hold small world figures and bounce them inside and outside of a small play house while making sounds.

Children in the pre-school enjoy story time. They sit well with sufficient awareness of space between themselves and their friends. They show good levels of concentration and interest in their chosen story. Practitioners read the story well using some open-ended questions and soft tones to engage children in the story. However, when some children ask questions about the animals in the story, practitioners do not always respond quickly to their questions to maximise children's language and communication skills. Children develop the necessary skills to prepare them in readiness for school. This is because practitioners provide appropriate activities to help children enhance their independence skills. For example, group times are used to enhance children's confidence when speaking and when using books to help them learn that print has meaning and recognise letters. Additionally, practitioners work with parents to help communicate with children in their home language by using key words and learning to pronounce them correctly. This practice supports children who have English as an additional language.

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

A welcoming and stimulating environment is presented to all children, parents and visitors. There is a good range of toys and resources that support children's all-round development successfully. They are presented in a successful way, which entices children to explore

and investigate independently and supports children in extending their own play inside and outdoors. However, as some practitioners do not closely track children's progress, some planned activities, toys and resources are not always used efficiently to benefit all children so that they make rapid progress. Toys are safe and easily accessible enabling children and babies to reach them independently. For example, practitioners ensure that building bricks in baskets placed on the floor enable the youngest and least physically able babies to reach out and explore the objects safely. Practitioners closely supervise babies while encouraging them to explore the bricks by themselves. A good range of information relating to children's well-being, play ideas and keeping children safe is well-presented throughout the nursery. This helps parents understand the practice that is offered by the practitioner team and how they can also further support their children's learning at home. Furthermore, a sufficient number of practitioners hold current paediatric first-aid qualifications, which enables them to meet any minor accidents and children's medical needs swiftly and calmly should this be required.

Children's behaviour and self-esteem is good. Practitioners are kind, caring and treat each child with respect and uniqueness. Positive words of encouragement and praise are regularly used, which helps children feel good about themselves, valued and pleased about what they have achieved. Furthermore, they are confident, settled and happy at the nursery. Children have formed strong, established relationships between themselves and practitioners. This is because practitioners understand and value the importance of gathering in-depth information from parents at the start and maintain a positive approach to partnership working throughout the time the children are at the nursery. Children settle well because the key person works sensitively with the parents and provides appropriate activities and toys that the child enjoys playing with and also has an interest in. Practitioners work closely with supporting agencies to enable children who require extra support to settle quickly and feel safe and secure while having their personal and special educational needs and/or disabilities met. A 'smooth move' system involving discussions with parents and the key person is well-embedded in practice, which supports children in their move on to their next stage in their learning while keeping parents involved. Furthermore, practitioners value the importance of linking with schools where children will be moving to. This helps teachers plan relevant activities for children and support them in their emotional time when moving on to school.

Practitioners help children learn about keeping healthy through daily tasks and activities because they oversee children's toileting and self-care routines well. However, available resources used to assist children when sleeping do not always promote their health because children share the same sheets to sleep on. During lunchtime, practitioners use appropriate teaching skills to help children be more independent. For example, children make choices in what they would like to eat and pour their own drinks from a jug into their cup. Children also learn about keeping safe. For example, practitioners gently remind babies not to throw the bricks as this may hurt their friends to which they stop doing this straight away. Suitable methods are used to inform the cook of children's individual dietary needs and menus are rotated on a regular basis to ensure children are offered a well-balanced diet. Babies are closely monitored to ensure they do not become dehydrated and are safely bottle-fed. Parents' wishes and requests to meet their child's own dietary requirements are respected. All children spend appropriate time outside as they enhance their overall health, exercising in the fresh air while having fun.

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

Practitioners undertake regular child protection training to ensure they have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Clear procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of staff. For example, the majority of practitioners have completed Disclosure and Barring Service checks, successfully ensuring that they are suitable to work with children. Newly appointed practitioners who are still waiting for their suitability checks to be returned are not able to independently take care of children's personal needs, such as toileting and nappy changing. This is because they are not left alone with children and are supervised closely by practitioners who are suitable. This ensures that children are protected. The deployment of practitioners throughout the nursery ensures that ratios are met at all times and children are supervised effectively. All risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Practitioners complete visual checks before children arrive, as well as completing tick lists to ensure all areas where children have access to are safe and secure. The manager reviews the risk assessments on a regular basis to monitor any emerging safety patterns and addresses these swiftly to maintain a safe place for children, staff, visitors and parents. Visitors' identification is checked before entering and they are also requested to sign in the visitors' book. Furthermore, closed circuit television in each nursery room enables senior managers to maintain a visual check on all children throughout the day while monitoring practitioners' performance. Practitioners adhere to the clearly, well-written policies and procedures and implement and maintain them well. Furthermore, practitioners understand the importance of maintaining accurate records, such as child attendance records, which also contributes to the successful smooth running of the nursery. Overall, children are effectively safeguarded.

The manager undertakes regular supervision and annual appraisals, which identifies practitioners' training needs and suitability. However, this is not robust to ensure all practitioners complete efficient tracking of children's progress. As a result, some aspects of children's learning and development are not sharply focused. This does not ensure all areas of their learning are identified and play plans implemented to closely meet their specific targets. This is with particular regard to the pre-school room. The manager also oversees the educational programmes by observing play and discussing this further with practitioners. This generally ensures that most children receive a well-balanced range of play and experiences so that they continue to make steady progress. The owner, manager and practitioners understand the importance of reflecting on the service that is offered and take action to improve outcomes for children. Recommendations made at the last inspection have been successfully addressed, which promotes children's learning. For example, lunchtime routines help children enhance their mathematical skills by counting out plates for the children in attendance. Practitioners value children's and parents' ideas and suggestions to make improvements to the outdoor play area. This was achieved by implementing successful fund raising events to purchase more resources and to help parents continue their child's learning at home. For example, by providing ideas to use

children's physical skills in the garden with various toys and equipment.

Parents spoken to are happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs. For example, parents of new children starting are offered a good range of information and explanation about how their children will be looked after while offering flexible settling-in times and sessions. Practitioners work closely with teachers to share information about children when moving on to their next stage in their learning. Practitioners understand the importance of also working closely with external support networks, such as the hearing impairment team to continue to enhance the positive ways of communicating with all children. For example, by using signs and symbols to effectively support children who are less able or have special educational needs and/or disabilities to have a voice when choosing and participating in activities.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY302965
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	983984
<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>	60
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Kingfisher Day Nurseries Limited
<b>Date of previous inspection</b>	07/08/2013
<b>Telephone number</b>	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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