

# Kingfisher Day Nursery

38 Chapel Street, Spondon, Derby, Derbyshire, DE21 7JP

<b>Inspection date</b>	27/10/2014
Previous inspection date	09/01/2012

<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 make consistently good progress in their learning, because practitioners take account of children's individual needs and interests to provide children with stimulating activities that motivate them to learn.
- Children are effectively safeguarded. All practitioners are well informed about child protection issues and children's safety is promoted through effective risk assessments and safety procedures.
- Practitioners have positive partnerships with parents, because the nursery uses a number of successful strategies to engage all parents. This promotes a collaborative approach to meet the individual needs of children, both in the nursery and at home.
- The manager's leadership is effective because she plans for future development to successfully identify the strengths and areas of development for the nursery, so that outcomes for children can continue to improve over a sustained period of time.

### It is not yet outstanding because

- Practitioners do not always make the best possible use of the indoor space to ensure that resources are organised to enable children to create and explore their own ideas as they play.
- Children are not always given opportunities to develop their emerging independence and self-care skills during everyday routines, such as, hand washing because practitioners are over supportive.

## 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 observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the practitioners and manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took into account the views of parents spoken to on the day and from information included in the nursery's own parent survey.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Kingfisher Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in the Spondon area of Derby, and is managed by Kingfisher Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from four rooms in converted premises and there is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to level 5. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- enhance the use of the indoor space, so that resources are organised more effectively to enable children to create and explore their own ideas in their play
- review daily routines, such as, hand washing, to ensure children are able to consistently develop self-care skills and independence.

### Inspection judgements

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

Practitioners demonstrate a thorough knowledge and understanding of the Early Years Foundation Stage. This results in good quality teaching and consequently, babies and children are making consistently good progress in their learning and development. Babies' and children's individual electronic learning journey records are maintained well, and contain regular assessments by the key person along with photographs of children's achievements. Good communication between all practitioners ensures all babies' and children's requirements are understood and their needs are met. Practitioners make accurate observations and assessments, identifying precise next steps to plan for babies' and children's future learning. These are linked to each area of development and the age and stage of each child's learning. This ensures practitioners have a good knowledge of them development in all seven areas of learning. Consequently, practitioners provide children with a broad range of stimulating activities, to ensure they make good progress towards the early learning goals. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready the next stage of learning.

Practitioners have a good awareness of the ways in which babies and children learn best and provide them with many opportunities to explore, investigate and to learn through first-hand experiences. Consequently, children thoroughly enjoy attending nursery and are enthusiastic learners. For example, babies delight in a range of open-ended and exploratory experiences through sensory play. This supports them to become deeply involved in their learning because they are fascinated as they explore the textures and sounds of different materials. Toddlers enjoy using torches in a darkened room to find shiny shapes that are displayed on the ceiling. Practitioners effectively support children's emerging understanding of mathematical language by asking them to locate different shapes on the ceiling, encouraging them to name the shapes. Children's personal, social and emotional development is supported well, because practitioners use their knowledge of children's interests to encourage them to play together. For example, practitioners suggest to children who enjoy playing with trains how they could extend their play by creating tunnels. This enables children to play collaboratively and form relationships with other children. The nursery is well resourced with a good range of toys to support children's learning across the seven area of learning. However, practitioners do not always make the best possible use of the indoor space to ensure that resources are organised to enable children to create and explore their own ideas as they play. This is because children can not always access the resources and toys they require. Language development is promoted well throughout the nursery, because practitioners use a range of teaching strategies to support this. For example, they comment on what children are doing and repeat phrases back to them, so they can hear how words and phrases should be pronounced. All practitioners get down to children's eye level to make good eye contact and so children can see how words are said.

The nursery values the role of parents and has good partnerships in place. When children start at the nursery, parents contribute to children's starting points through discussions with practitioners. A detailed form is completed to ensure children's interests, dislikes and care needs are taken into account. This ensures children benefit from a collaborative approach to their care and learning. Parents are able to be fully involved in their child's learning and development through daily communication and discussions with their key person. Children with special educational needs and/or disabilities are well supported, as practitioners work closely with parents and outside agencies to identify and meet their needs.

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

Babies' and children's welfare and well-being are promoted well, as they develop secure emotional attachments with their friendly and caring key persons. This ensures their move from home to nursery is successful. Due to the small staff team, all practitioners understand all the children's needs and this contributes to their feeling of security. Attachments are strong because practitioners listen closely to parents and children. Routines are flexible and meet the needs of the children and babies. For example, through good communication with parents, practitioners ensure babies sleep to suit their own routine. Consequently, there is continuity in the children's care. The move to pre-school is managed well because the manager supports both settings. Regular visits from the pre-school practitioners ensure children are familiar with the pre-school staff team. Key

persons also accompany children on visits, so that children become familiar with their new surroundings and are emotionally ready for the move to their next setting. Good communication between the settings ensures children individual needs are met and children have a smooth transition to the next setting.

Children are learning about healthy lifestyles because they have regular access to fresh air and exercise. Inside, babies and children enjoy using soft-play resources to promote their physical skills, and dance sessions that encourage them to move imaginatively using props, such as, ribbons and scarves. Meals are freshly prepared on site, healthy and nutritious and take account of dietary needs. Children are learning good hygiene routines because they know they must wash their hands before eating and after using the bathroom. However, practitioners are sometimes over supportive during these times and hand each child soap and paper towels. As a result, children are not always given opportunities to develop independence and to practise future self-help skills. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

Children's behaviour is good because staff give them clear boundaries, so that they know what is expected of them. Practitioners use age-appropriate strategies to support this. For example, they provide duplicate resources to make sharing easier for toddlers. In addition, children are supported to share resources and take turns. Children receive lots of positive praise and recognition for their efforts and achievements. This gives them a sense of belonging and achievement, therefore, raising their self-esteem.

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

The manager and her team have a good understanding of the safeguarding and welfare requirements. The manager has attended relevant recruitment training and has implemented effective recruitment procedures to ensure practitioners are safe and suitable to work with the children. For example, Disclosure and Barring Service checks are in place and references are obtained prior to all practitioners commencing work. Procedures for safeguarding children are good as practitioners have all completed safeguarding training and this is updated annually. They understand their responsibilities and are aware of the procedure to follow should they have a concern. There is an appropriate safeguarding policy in place which also covers the use of mobile phones in the nursery. The manager ensures robust safeguarding procedures are in place and adhered to. As a result, safeguarding concerns are responded to in a timely fashion and when appropriate, the correct agencies are notified. Relevant records are kept and well maintained, such as accident and medication records. Practitioners are vigilant about the security of the premises and diligently check all visitors before entry. They supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe. Practitioners are deployed well to ensure children receive a good level of attention and support.

The manager demonstrates high aspirations for developing practice and striving for improvement. There is a strong commitment to support practitioner's professional

development to continue to raise the quality of the provision. This is identified during practitioners' supervision, manager assurance checks and manager observations, with the outcomes being discussed with practitioners. Practitioners are then supported to attend relevant courses and further their qualifications, in order to improve their knowledge and skills to further enhance children's learning. All practitioners hold suitable childcare qualifications and demonstrate a good understanding of the Early Years Foundation Stage. As a result, children make good progress. Practitioners plan stimulating and challenging experiences for all the children taking into account their individual interests and needs. The manager monitors the progress of the children and the educational programmes. This is completed with the use of observations, next steps for learning and tracking the children's achievements. The manager analyses this information and suitable interventions are put in place to support children's needs. Consequently, the teaching is good and children's learning is strong.

Self-evaluation is good and the manager and practitioners have a detailed approach to identify and prioritise strengths and weakness in the nursery to drive continuous improvement. The nursery also incorporates the views of parents and children to strengthen the self-evaluation process. Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed, because there is strong two-way communication between home and the nursery. Parents are invited to events at the nursery to develop their knowledge in various areas, such as, first-aid training. Parent partnership weeks are held to encourage parents to become involved in nursery activities and extend their knowledge of learning through play. To aid all children, good links have been established with outside agencies, including the local special school and early intervention team. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

### **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>	EY285324
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	872855
<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>	20
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Kingfisher Day Nurseries Limited
<b>Date of previous inspection</b>	09/01/2012
<b>Telephone number</b>	01332 669686

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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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