

# Kingfisher Day Nursery Pre School and After School Club



Springfield Primary School, West Road, Spondon, Derby, Derbyshire, DE21 7AB

<b>Inspection date</b>	3 March 2015
Previous inspection date	16 March 2009

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

## Summary of key findings for parents

### This provision is good

- Staff provide children with a wide range of interesting and varied activities and experiences. Consequently, children make good progress in their learning.
- Children have excellent opportunities to play in the fresh air and engage in physical activity. This effectively promotes their physical development and helps children to adopt healthy and active lifestyles.
- Staff have a secure knowledge of child protection procedures. They regularly refresh their knowledge through training and demonstrate a clear understanding of their responsibility. As a result, children's welfare is assured.
- Staff promote children's emotional well-being and ensure they have a very strong sense of belonging. As a result, children are confident, feel secure and settle quickly, having formed strong bonds with their key person.

### It is not yet outstanding because:

- Children's understanding of the importance of good hygiene practices is not yet fully maximised.
- During small group activities, children are not always provided with opportunities to talk about what they are thinking and to ask questions as staff's attention is sometimes focused elsewhere.

## What the setting needs to do to improve further

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

- enhance children's good hygiene practices, through developing their understanding of why hand washing is important, to further promote their health and well-being
- improve teaching and children's progress during small group activities, for example, by ensuring staff's focus remains on the activity so that children are provided with ample opportunities to ask questions and to share their own thoughts and ideas.

### Inspection activities

- The inspector observed activities in the playrooms and the outside area. She talked to staff and children and held a meeting with the manager.
- The inspector sampled a range of documentation, including evidence of staff suitability, children's development records and policies and procedures.
- The inspector evaluated learning activities with the manager.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day and from parent questionnaires.

### Inspector

Tracy Hopkins

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have high expectations of children and complete regular, accurate assessments of children's progress. Staff record children's ongoing achievements and monitor their progress using tracking records. This successfully enables early identification of any gaps in children's learning. Children make good progress and are ready for the next stage of their learning, including their eventual move to school. Staff complete the progress check for children aged between two and three years to summarise their learning and identify next steps for planning. The quality of teaching is good because staff have a good understanding of how children learn. However, during some small group activities, there are fewer opportunities for children to ask questions and share their ideas to further support their critical thinking skills. This is because staff leading the activity have to supervise children in the toilet area or support them with finding their coats. This sometimes results in the staff not being able to effectively respond and build on each child's ideas and questions.

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

Most of the children move to the school on the shared site when they leave the setting. Staff help to prepare children for this move by regularly taking them across to the school for visits and attend a varied range of school events. This helps children to be emotionally well prepared for the next stage in their learning. Children's behaviour is very good because they are kept busy and they learn how to work with each other. They willingly get involved at tidy time, so they are learning to understand how to care for their environment. Children routinely wash their hands before snack and after being outside. Staff provide children with timely reminders. However, staff do not always explain why such routines are important. Consequently, children's understanding of the importance of good hygiene practices is not yet fully promoted.

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

The manager has effectively developed procedures to supervise staff well. Staff appraisals and peer observation improve staff performance. Staff have access to regular training and underperformance is addressed swiftly. The manager effectively oversees the delivery of educational programmes. As a result, planned activities are pertinent and meet the needs of the children in their care. Partnerships with parents are good. Staff effectively exchange information with parents to promote continuity of care and learning. For example, parents provide detailed information about their child on entry to the setting. They receive relevant information through notice boards and newsletters. Therefore, parents are kept well informed of their child's progress and receive regular information about events taking place. There are good links with feeder schools that ensure that information about children's current attainment levels is shared to promote continuity of learning.

## Setting details

<b>Unique reference number</b>	EY285337
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	856284
<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>	48
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Kingfisher Day Nurseries Limited
<b>Date of previous inspection</b>	16 March 2009
<b>Telephone number</b>	01332 669686

Kingfisher Day Nursery, Pre-School and After School Club opened in 2004. The setting employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The setting opens from 8am until 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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