

Kingfisher Nursery

Sure Start Children's Centre, Canterbury Way, THETFORD, Norfolk, IP24 1EB



Inspection date

17 March 2015

Previous inspection date

30 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff demonstrate good teaching skills. They understand when to intervene in children's play, and when to enable them to find out things independently. Consequently, children become inquisitive learners who are well prepared for school.
- Children spend long periods of time concentrating, developing their play in their own way and at their own pace. Staff skilfully support this by asking questions that help children to think about how, and why, they are doing what they are doing. For example, as children build with the train track, staff ask them what size and type of track they need to use in order to complete their task.
- All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Strong partnerships with parents and other professionals are instrumental in this.
- Effective induction programmes for staff ensure that they have clear understanding of the nursery's policies and procedures. As a result, children receive a consistent level of care and support from all staff.
- The key-person system is effective. Key persons know their children well and ensure that their social and emotional needs are well met. As a result, relationships between staff and children are good, and this fosters a sense of belonging.

It is not yet outstanding because:

- Monitoring of staff's practice does not include a wide range of strategies, such as peer-on-peer observations, so that children's progress is maximised and good teaching practice is shared with others.
- Staff do not consistently provide a wide range of activities and experiences to further support children's development across all areas of their learning while playing in the outdoor area.

What the setting needs to do to improve further

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

- enhance the monitoring of staff's practice, for example, by introducing peer-on-peer observations, so that children's progress is maximised and good teaching practice is shared with others
- enhance the range of activities and experiences in the outdoor area to further support children's development across all areas of their learning.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the senior childcare practitioner, the manager and the children's centre integrated team leader.
- The inspector carried out a joint observation with the senior childcare practitioner.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Anne Bell

Inspection findings

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

Children are keen and interested learners because staff provide them with a good range of activities and resources. Staff use practical opportunities to develop children's mathematical skills. For example, at snack time, staff ask children to count out how many pieces of cucumber they want and whether they should cut the vegetables into halves or quarters. As a result, children learn about number and shape in fun, practical ways. Children's speaking and listening skills are developed well through good-quality interactions with staff. For example, well-qualified staff ask questions, such as 'why do you think...' to encourage children to think for themselves and solve simple problems. The indoor environment is attractively laid out in well-defined learning areas. This gives children the space and opportunity to explore and follow their interests. However, there are fewer opportunities in the outdoor area for children to engage in a wide range of activities across all areas of learning. Consequently, learning opportunities are not always as fully maximised as at other times.

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

Staff follow effective practices to keep children safe. Controlled entry to the premises and a signing-in system, help to ensure that children's security is maintained appropriately. Staff are good role models. They are calm and consistent, and as a result, children's behaviour is good. Staff support children to learn about the importance of healthy eating as they enjoy their attractively presented snacks of vegetables and dips. They develop their independence by helping themselves to their own portions and by pouring their own drinks. Staff use a range of systems, such as, daily feedback, regular newsletters and notices within the nursery to keep parents informed about what their children are learning. Children are well prepared for school as there are good links with the feeder school.

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

There are robust systems in place to check the suitability of staff and to effectively safeguard children. The management team demonstrates strong commitment to ongoing improvement. There is a thorough system of monitoring and improvement planning in place which sets appropriate targets and takes account of the views of parents and staff. The management team carries out regular appraisal and supervision with staff. However, the management team has not yet fully maximised these systems to include opportunities for staff to consistently share their knowledge and expertise with each other, for example, through the use of peer-on-peer observations. Partnership working is a strength of the nursery. Staff work closely with a wide range of professionals, such as, health visitors, social workers and speech and language therapists. This ensures that children's learning and care needs are promptly addressed and their families are offered appropriate support. Parents are glowing in their praise for the nursery and the supportive, friendly staff. In particular, they praise level of communication they receive and the good progress their children are making.

Setting details

Unique reference number	EY391935
Local authority	Norfolk
Inspection number	859403
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	35
Name of provider	Norfolk Primary Care Trust
Date of previous inspection	30 November 2009
Telephone number	01842 754390

Kingfisher Nursery was registered in 2005. It is managed by Norfolk Primary Care Trust as part of Thetford Sure Start Children's Centre. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with a foundation degree in early years. The nursery opens from 9am until 12 noon and 1pm until 4pm on Monday, Tuesday and Wednesday for 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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