

Kingfisher Nursery

Boyton CP School, Boyton, Launceston, Cornwall, PL15 9RJ



Inspection date

10 November 2015

Previous inspection date

21 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy and enjoy their time in the nursery. They benefit from a good range of activities, which promote their interest and development. Staff are successful in their preparations for children moving on to school.
- Staff have robust partnerships with parents, other providers, agencies and the primary school. They work well together to meet children's individual needs and provide additional support. Staff are effective in their communication with parents and involve them in children's learning.
- Staff have thorough knowledge of the Early Years Foundation Stage. Their effective observation, assessment and planning procedures monitor children's progress accurately.
- The staff and committee demonstrate a good understanding of their roles and responsibilities. Their robust self-evaluation system produces clear plans for the professional development of staff. Children benefit from further improvements in the education programme and resources.

It is not yet outstanding because:

- Staff do not always extend the learning opportunities during counting activities to include wider aspects, such as colour and shape recognition.
- The organisation of staff and children does not always ensure that staff can maintain consistently rigorous support for children during play activities.

What the setting needs to do to improve further

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

- increase the opportunities to incorporate other learning aspects during mathematical activities
- review and improve the organisation of staff and children to maintain consistently rigorous support during play activities.

Inspection activities

- The inspector spoke with staff, parents and children.
- The inspector read a sample of children's development records.
- The inspector observed the staff and children in their indoor and outdoor activities.
- The inspector checked required documentation, including specific certificates.
- The inspector sampled policies and procedures.

Inspector

Julie Wright

Inspection findings

Effectiveness of the leadership and management is good

The nursery has improved access to the outdoor area for children to meet the previous inspection recommendation. Training has given staff more confidence in contributing to professional meetings that support children. Staff have a deeper insight into children's behaviour and have increased the outdoor learning opportunities for children. Effective supervision and support systems have reduced the impact of changes to staff and committee members. Safeguarding is effective. Staff have clear knowledge of the procedures to protect children's welfare. Robust vetting and recruitment procedures check that suitable persons are responsible for the childcare.

Quality of teaching, learning and assessment is good

Teaching is good and staff engage well with children. They listen to children's ideas and include them in their planning. For example, staff organised special activities when children expressed an interest in Africa. Staff divide children at specific group times to promote learning effectively. For instance, younger children thoroughly enjoy a story with puppets in a quiet area. Older children sit together and join in at appropriate times to help tell a longer story. Children explore with confidence and are eager to play. They use the role play area with enthusiasm and imagination. Staff encourage children to practise letters and sounds in a number of activities. They promote children's communication and language development throughout the sessions.

Personal development, behaviour and welfare are good

Younger children begin to form friendships and they feel secure in the group. Older children develop increasing confidence and benefit from the close links with school. For example, children have lunch in the school dining hall and share playtimes with school children. Nursery children enjoy seeing older siblings and feel safe. Behaviour management is positive and children develop a good understanding. For instance, they independently use a sand-timer to organise turn taking. Children show pleasure as they collect reward marbles and certificates as staff acknowledge their achievements. Staff know the children well and have warm relationships with them. They have a good awareness of children's individual needs, which they meet with care. Children learn about being healthy. For example, they grow produce and benefit from regular exercise.

Outcomes for children are good

Children settle well and enjoy their activities. They listen to staff and develop concentration skills, which is beneficial to their future learning.

Setting details

Unique reference number	EY266143
Local authority	Cornwall
Inspection number	826639
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	8
Name of provider	Kingfisher Nursery Committee
Date of previous inspection	21 January 2009
Telephone number	07792 210902

Kingfisher Nursery registered in 2003. The nursery operates from a separate building in the grounds of Boyton County Primary School, near Launceston, Cornwall. It is open on Monday and Tuesday from 9am until 3pm and on Wednesday from 9am until 12 noon, during term time only. The nursery receives early education funding to provide free places for children aged two, three and four years. A voluntary committee runs the nursery. They employ two members of staff who have appropriate early years qualifications. The deputy holds a foundation degree level qualification.

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