

Kingfisher Day Nursery

135 Duffield Road, DERBY, DE22 1AF



Inspection date

6 January 2016

Previous inspection date

11 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 cared for in well-planned and well-resourced rooms. Younger children thrive and develop good levels of independence and confidence in the safe and attractive environment. These are qualities that they continue to use and develop as they move through the nursery.
- Staff make the most of the different outdoor spaces available to them to support children's physical development. They use the outdoor environment very well as a teaching and learning tool, encouraging children to explore and investigate.
- Children know the routines of their day at nursery well and clearly understand what staff expect of them.
- There is a well-established and effective key person system in place. Children have strong relationships with their key person. Parents appreciate how staff share very relevant information with them about their child, because they know them so well.

It is not yet outstanding because:

- Managers' checks do not yet focus strongly enough on the progress different groups of children make, for example, children who speak English as an additional language.
- Teaching experienced by older children is variable in quality.
- The two processes followed by managers to provide staff support and development do not work well enough together to provide staff with clear targets, including timescales and review dates, to improve their practice more swiftly.

What the setting needs to do to improve further

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

- improve the staff supervision and performance management processes so that the two elements carried out by the area manager and nursery manager provide cohesive feedback and clear, time limited targets for staff to make improvements to their practice
- improve the use of tracking and monitoring information so that groups of children who are at risk of not achieving their full potential, such as those who speak English as an additional language, have their learning needs well planned for to help them make more rapid progress
- develop the monitoring of teaching so that planning, assessment, learning and progress are routinely checked so that managers identify weaker practice even more swiftly.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning both indoors and outdoors.
- The inspector spoke to members of staff at appropriate times during the day.
- The inspector held meetings with the manager and area manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and of written comments from parents.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the nursery. She plans for improvement focusing on the experience for children and parents. The manager uses information from staff, parents and her own observations to review the service provided. She uses the information well to identify where elements of development are not as good as she expects. Mathematical development for toddlers was, for example, found to be too slow. A review by the manager and staff brought about positive changes and children's progress in this area improved rapidly. Termly checks show that children are making typical progress and where there is a focus rapid progress is made. Good attention is given to the safety and security of the children. Staff know and understand the procedures to follow if they are concerned about children's welfare. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Children are interested in the wide range of activities and experiences that support their all-round learning and development. Staff use assessments of children's development to identify appropriate next steps for learning. This is effective for younger children. However, a small number of staff working with the older children do not review children's achievements and plan well to ensure the best possible progress. This is particularly evident for children who speak English as an additional language. Perceptive staff quickly respond to babies' interests. They take every opportunity to model language and actions for babies to learn from and copy. Staff skilfully deliver the 'Baby Moves' programme with young children. They move seamlessly between activities taking prompts from children's reactions to the accompanying music. Children listen well to instructions. They delight in copying staff actions, such as gently blowing feathers or marching when the rhythm of the music changes. Older children have a more varied experience. Some staff skilfully extend children's learning experiences, joining in their play and introducing new words and ideas, while a small number are passive and do not interact with the children.

Personal development, behaviour and welfare are good

Children are well prepared for their start at nursery and when they are moving onto the next room or school. Information is effectively shared between parents and the nursery. Children are happy and well-settled. Staff are good role models. Children behave very well and respond positively when staff ask them to do something, for example tidy up or finish an activity. All children, but particularly the younger children, become absorbed in their play. Children learn to think about their own and others' safety. When riding bicycles, for example, older children wait patiently for people to move off the roadway they are following.

Outcomes for children are good

Children make expected progress and are working at the levels that are typical for children of their age. They are developing useful skills to support their future learning and development. Young children successfully make marks and older children write recognisable letters and take an interest in books, showing their literacy skills develop well.

Setting details

Unique reference number	EY371448
Local authority	Derby, City of
Inspection number	1030191
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	104
Number of children on roll	161
Name of provider	Kingfisher Day Nurseries Limited
Date of previous inspection	11 April 2013
Telephone number	01332 344800

Kingfisher Day Nursery is one of five nurseries owned by Kingfisher Day Nurseries Limited. It registered in 2008. The nursery operates from a converted Victorian house close to Derby city centre. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. There are currently 147 children on roll, 122 of whom are within the early years age range. The nursery provides funded nursery education for two-, three- and four-year old children. There are 23 members of staff, 22 of whom hold appropriate early years qualification to at least National Vocational Qualification Level 2.

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