

Kingfisher Day Nursery

150 - 152 Porchester Road, Mapperley, Nottingham, Nottinghamshire, NG3 6LB



Inspection date

3 March 2016

Previous inspection date

27 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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, confident and secure in the welcoming nursery environment. Practitioners take time to settle children into nursery and form close relationships. They know children well and are extremely sensitive to children's individual needs.
- The new manager and practitioners reflect on the quality of provision. They recognise the current strengths and weaknesses and have set targets for further improvement. There is a strong drive to continually raise standards and promote the best possible outcomes for children in the future.
- Partnerships with parents, local schools and other agencies are strong. They work well together to meet children's individual needs and provide additional support. Practitioners keep parents well informed and involve them in children's learning.
- The nursery is clean, safe and secure. The environment is risk assessed and a variety of procedures are used to minimise potential hazards to children. This helps to ensure that children's safety and welfare are promoted.
- Children's behaviour is good. Practitioners use effective methods to motivate children to behave well and to try hard. They consistently recognise individual achievements and give praise for children's efforts.

It is not yet outstanding because:

- The organisation of the lunchtime routine for the older children is not considered carefully enough. Staff have not recognised the potential to make good use of the time children spend waiting to build further on their learning.
- Arrangements put in place by the provider and manager to identify and address professional development needs are not established well enough to raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- review how routine activities are organised to best promote children's learning
- identify and address practitioners' development needs more precisely and increase the potential to achieve the highest possible standards of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and area manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Practitioners understand child protection issues and keep up to date with current safeguarding legislation. The newly appointed manager is passionate about her role and knowledgeable. She leads this committed team of practitioners effectively. Robust recruitment procedures are in place to help ensure that all practitioners working with children are suitable to do so. The manager closely monitors the progress of all children by meeting regularly with practitioners and examining detailed assessment records. Any gaps in children's learning are quickly identified. Self-evaluation is accurate and includes the views of practitioners, parents and children.

Quality of teaching, learning and assessment is good

Practitioners plan activities that follow children's interests and support the next steps in their learning. They collect detailed information from parents when children first start at the nursery. Practitioners use this information, together with their observations, to inform their planning and monitor children's progress. Children have opportunities to access a wide range of activities. The younger children learn about size as they make and play with porridge in various-sized bowls. Practitioners make good use of props to extend children's learning. They use three different-sized teddies and chairs and keep referring to them during the activity. Babies have a lovely time playing in the fresh air in their safe outdoor environment. The older children sort out the various real vegetables in the home corner and pretend to cook them. Parents feel that they are well informed about their children's achievements and are supported to continue their learning at home.

Personal development, behaviour and welfare are good

This nursery is a relaxed and a welcoming place where children have fun and enjoy exploring together. Babies develop confidence as they explore the environment. Practitioners are attentive to children's needs. They interact with children in a calm and gentle manner. Settling-in sessions are used well to ensure that there is a smooth move between rooms and from home to the nursery. Effective care practices help children learn how to take care of their personal needs, according to their age and stage of development. Children enjoy nutritious, healthy snacks and meals and have plenty of outdoor play. This helps to support their good health. Children play outside every day, which helps to promote their physical well-being, and they learn how to manage risks safely.

Outcomes for children are good

All children, including those in receipt of funding and those who speak English as an additional language, are working comfortably within the range of development typical for their age. Disabled children and those with special educational needs are monitored and supported so that they make good progress from their starting points. All children's developing independence is fully promoted as they make choices and initiate their own learning. Children learn that some children's lives are different to their own and learn to respect these differences.

Setting details

Unique reference number	EY302965
Local authority	Nottinghamshire
Inspection number	1023568
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 - 11
Total number of places	60
Number of children on roll	57
Name of provider	Kingfisher Day Nurseries Limited
Date of previous inspection	27 July 2015
Telephone number	0115 993 2915

Kingfisher Day Nursery was registered in 2005. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualification at level 2 or above. The nursery is open Monday to Friday, all year round, except for one week at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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