

# Kingfishers Of Dilhorne

Kingfishers Of Dilhorne, Dilhorne Endowed Primary School, Godley Lane, Stoke On Trent, ST10 2PF



<b>Inspection date</b>	24 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The manager and committee have worked hard since the nursery opened to create a high-quality learning environment. They have recruited well-qualified staff that provide a good standard of teaching and care.
- Children know about their local community and the celebrations of other children who attend the nursery. They have met the local farmer to help them understand about the role of farming in the local area.
- Staff consistently encourage children's positive behaviour. Children take responsibility for their own behaviour and they help set the rules of the nursery.
- Staff time their assessment of the progress made by children aged between two and three years to coincide with the checks made by other professionals. They successfully share information with health visitors to help identify children's needs at the earliest opportunity.
- Parents are very positive about the nursery. They describe staff as friendly and supportive. They comment positively on the good range of activities available, both inside and out, and how well prepared their children are for school.
- The nursery is continually improving. Suggestions received from parents, staff and children support this improvement. Parents now benefit from receiving more information about children's daily activities.

### It is not yet outstanding because:

- Staff do not always organise activities well enough to fully engage older children and encourage them to develop their concentration.
- Staff do not take full account of what parents can tell them about what children are learning at home to help inform their assessments of children's progress.

## What the setting needs to do to improve further

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

- organise activities so older children are better supported to remain fully engaged and maintain their concentration
- make better use of information from parents to help inform the assessments of children's progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He also spoke with staff and children throughout the inspection.
- The inspector spoke with a representative of the committee and held a meeting with the manager. He also viewed relevant documentation, including evidence of the suitability of staff working in the nursery, policies and procedures and children's learning records.
- The inspector had a tour of the nursery and also carried out a joint observation with the manager.
- The inspector viewed completed parent questionnaires to gain parents' views about the quality of the nursery.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are able to discuss any child protection concerns with designated staff and know how to refer them to child protection services. There are robust policies and procedures in place that promote the health, safety and well-being of children. An early years professional works with the manager to help identify ways to improve children's learning. They have used information from assessments of children's learning to identify ways of further promoting their understanding of the world. For example, children now grow plants and vegetables in the garden to help them learn about the growth and decay of plants. Children have successfully grown 51 potatoes, which they are very proud of, helping to raise their self-esteem. The provider and manager have tackled weak practice effectively. They help staff to improve their existing knowledge and skills through training and coaching.

### Quality of teaching, learning and assessment is good

Staff successfully observe children and assess their progress. They plan activities that are interesting and well matched to children's level of development. Children enjoy singing time and staff use props to help all children become involved and work together. Children show great delight and excitement as they eagerly put up their hand to play a part in the song. They confidently act out being an animal from the song, holding their animal mask and making animals sounds. This helps to develop their imagination. Staff ask children to be a character in the song, helping to promote a sense of responsibility. Staff are animated and enthusiastic during singing time, which increases younger children's motivation. Staff share children's learning journals and assessments with parents to keep them well informed about their children's learning.

### Personal development, behaviour and welfare are good

Staff promote children's safety well. They regularly check the environment to remove any potential hazards. Children also complete their own risk assessment before going into the garden. They learn how to identify potential dangers, such as rubbish left in the garden. Children feel safe and secure at the nursery. They have strong bonds with staff and they seek them out for comfort when upset. Children are looking forward to starting school. They say they are, 'Excited to go to big school', demonstrating they have a positive attitude towards starting school.

### Outcomes for children are good

Children are progressing well from their starting points. Those children who are not making the expected progress receive help to catch up through effective use of additional funding. For example, children are making better progress in their social and emotional development because staff have purchased additional resources to support their good teaching. Children are starting to identify and manage their feelings better to help them become less frustrated. Children are developing their skills for school. They listen and follow instructions, count up to 10 and show a keen interest in books.

## Setting details

<b>Unique reference number</b>	EY494907
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1029409
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	14
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Kingsley Playgroup (Staffordshire Moorlands) Committee
<b>Registered person unique reference number</b>	RP527660
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07599954977

Kingfishers Of Dilhorne was registered in 2015 and is one of two settings operated by the same provider. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time and Monday to Wednesday during school holidays. Sessions are from 7.45am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability.

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