

# Kingfisher Day Nursery

Springfield Primary School, West Road, Spondon, Derby, Derbyshire, DE21 7AB



<b>Inspection date</b>	17 August 2017
Previous inspection date	3 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff assess and plan effectively for children's next steps in learning. Children make good progress in all areas of their development.
- The well-qualified staff are enthusiastic in their role of supporting children to do well in their learning. They provide a well-structured routine and a good mix of activities that engages and motivates children to try new things.
- The key-person system is effective as staff build positive relationships with the children. These trusting relationships help to prepare children emotionally for school.
- Children's behaviour is very good. Staff help children to develop their good personal, social and emotional skills through positive role modelling. They constantly encourage children to be kind to each other and respect other people's views and ideas.
- Self-evaluation is used as an ongoing tool to help staff reflect on areas that can be improved. The views of parents, children and early years professionals are used to inform targeted plans for improvement.

### It is not yet outstanding because:

- The management team has not yet embedded systems for staff to share good practice and skills gained from professional development opportunities with their team members, to raise the quality of teaching even further.
- At times, children's creativity is not sufficiently challenged because staff do not give them enough time to explore their own ideas and lead their own play.

## What the setting needs to do to improve further

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

- encourage staff to share best practice and skills gained through professional development opportunities with the others, to raise the quality of teaching to an even higher level
- challenge children's creativity and imagination even more, giving them time to think of their own ideas and lead their own play, before adults make suggestions.

### 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 at the setting.
- The inspector held a meeting with the management team. She looked at relevant documentation, the setting's self-evaluation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children and staff throughout the inspection. She also spoke to some parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff have a clear understanding of the signs and symptoms of child abuse. They know what to do if they have any concerns about a child's welfare. Staff check all indoor and outdoor areas to ensure that hazards are identified and minimised to keep children safe. Effective recruitment procedures are followed to help ensure that staff are suitable to work with children. All staff have supervisory sessions with the manager so they can discuss their key children, their training needs and any concerns they may have. Staff work closely with parents, who are very complimentary about the setting and staff team. Information is regularly shared, supporting continuity in children's care and learning.

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

Overall, staff have a good understanding of how children learn and planning is based on children's interests and needs. The quality of teaching is generally good. There is a strong focus on children initiating their own play. In many areas, real items are used. For example, children build structures using planks, pipes and bricks, helping to develop their problem-solving skills. Children develop good mathematical skills as staff encourage them to count, talk about size and shape and make comparisons during construction activities. Younger children develop their imagination as they use kitchen tools to fill and empty containers and mix concoctions. Observation and assessment provides a clear picture of the progress children make. Staff quickly identify any potential gaps in children's learning and seek intervention for children who may be falling behind their expected development.

### Personal development, behaviour and welfare are good

Staff have established close links between the nursery, the pre-school under the same management and the local primary schools to support children as they move on to their next setting. They share relevant information with teachers about children who attend both settings to complement their learning and development. Children have numerous opportunities to be active and to enhance their physical skills. For example, children take manageable risks in their play as they balance on crates and climb apparatus with confidence. Children exhibit growing independence skills during mealtimes. They become involved in the routine and learn about the importance of healthy eating.

### Outcomes for children are good

Additional funding, such as the early years pupil premium, is used well to help raise eligible children's achievement. For example, to improve children's dexterity, staff have enhanced the outdoor provision. Further opportunities for children to scoop, dig and play in mud have helped to improve their small-muscle skills, in preparation for early writing. Evidence from staff's rigorous assessments shows that the gaps that currently exist in literacy between the girls and boys are closing. All children are making good progress. They are acquiring the necessary skills and dispositions to prepare them for their future learning, including for starting school.

## Setting details

<b>Unique reference number</b>	EY285337
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1091982
<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>	2 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Kingfisher Day Nurseries Limited
<b>Registered person unique reference number</b>	RP527643
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01332 669686

Kingfisher Day Nursery registered in 2004. The setting offers before-school and after-school provision and is one of two settings under the same management. The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 6. The setting opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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