

# Kingfisher Nursery School

Mereside C of E Primary School, Childrens Way, Shrewsbury, SY2 6LE



<b>Inspection date</b>	13 December 2017
Previous inspection date	27 February 2014

<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

- Effective partnerships exist with the school on site and other early year's settings children attend. Staff exchange information on an ongoing basis to help support continuity of children's care and learning.
- Staff provide a wide range of interesting and challenging activities to promote children's learning. Staff skilfully encourage children to recall events and describe the toy they have brought in from home to large groups during circle time.
- Children develop extremely good independence skills, as they learn what to do to keep themselves safe and healthy. They serve their food at lunch time and have access to wet wipes, which they use independently when they need to.
- Staff use effective risk assessments well to minimise hazards and guide their practice to keep children safe.
- The nursery is well resourced, indoors and outdoors. Children make independent choices on what and where they want to play with as toys, and equipment are stored at child height.

### It is not yet outstanding because:

- At times, staff jump in to complete simple tasks for children rather than supporting them to do things for themselves.
- Staff do not consistently ensure that assessments clearly identify children's next steps in learning to help them make the best-possible progress in their learning.

## What the setting needs to do to improve further

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

- help staff to recognise when timely intervention is appropriate to support children's opportunity for learning and development
- embed assessment systems further, so that children have opportunities to make even higher levels of progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the children and staff at appropriate times. She looked at relevant documentation and checked the suitability and qualifications of staff.
- The inspector took account of parent's views.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a strong knowledge and understanding of their roles and responsibilities. They understand the signs and symptoms that may indicate concerns about a child's welfare and know where to go with these concerns. The manager follows a comprehensive procedure to ensure that recruitment is robust. Regular checks, through appraisals, ensure that all staff continue to remain suitable to work with children. The manager implements effective ways to monitor and evaluate staff's practice. Staff now plan 'in the moment' with the children, looking at the next steps in learning every six weeks, to be more pro-active with individual children. Tracking of children is carried out termly, looking at different groups of children to assess any gaps in learning that need to be addressed. Partnership with parents is strong. Staff share daily information with parents and invite them to contribute to their child's online learning journal.

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

Staff plan daily around the interests of the individual child. They provide activities that challenge and interest the children in all areas of learning. Staff skilfully support children to develop their physical skills, for example, as they enjoy making Christingle candles. They increase their mathematical understanding, as they confidently count out the sweets to attach to the tooth picks. Staff talk about the shape of the orange as the children tie the ribbon around it in readiness to take home. Weekly visits from an external forest school organisation help the children learn about nature and the outdoors. Children take part in preparing and making a fire to toast marshmallows. They enthusiastically hunt for different autumn colours in the outdoor area to match their coloured button.

### Personal development, behaviour and welfare are good

Children behave very well. They have a good understanding of what staff expect of them. Children independently tidy away their games after the five minute warning, and understand about 'indoor' voices and feet. An effective key-person system is in place. A strong buddy system exists to help pass on information if children's identified key person is not present. This successfully supports children's emotional well-being. Children benefit from healthy lifestyles. Physical development is supported well, as the children enjoy dance and yoga sessions to help stretch and exercise their bodies in different ways.

### Outcomes for children are good

Children make good progress from their starting points. They are confident and motivated learners. Toddlers develop good social and listening skills, which help to support them in their next stage of learning. Pre-school children gain skills in mathematics and early literacy. They show great interest in books and enjoy rhyming songs and stories as they link the words together. Children have opportunities to see a variety of print in their everyday environment, as they increase their understanding of letters.

## Setting details

<b>Unique reference number</b>	224124
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1087689
<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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Lisa Ann Mills
<b>Registered person unique reference number</b>	RP514447
<b>Date of previous inspection</b>	27 February 2014
<b>Telephone number</b>	01743 248157

Kingfisher Nursery School registered in 2001. It is situated in a demountable building within the school grounds of Mereside School. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday during term time, with optional holiday cover. Sessions are from 8am until 11.45am and 12.30pm until 6pm, including a lunch wrap-around club. The nursery provides funded early education for two-, three- and four-year-old children.

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