

King Fisher Day Nursery

159a Lower Addiscombe Road, Croydon, Surrey CR0 6PW



Inspection date	23 August 2018
Previous inspection date	4 August 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- The provider does not meet the ratio requirements. She does not ensure that sufficient numbers of qualified staff are available to work with the children, for instance, during school holidays and at the start of the day.
- The provider does not ensure that there is a designated deputy, who is qualified and capable to manage the setting when the manager is absent.
- Self-evaluation and monitoring are not fully effective to address all weaknesses in practice. Staff who work with babies do not use their observations effectively to assess children's progress accurately and plan for any gaps in their learning. Children do not have consistent opportunities to make steady progress from their starting points.

It has the following strengths

- Staff provide opportunities for children to learn to move in different ways, such as running and skipping. This helps to support their physical development. They praise children, for instance, when they learn to walk confidently on balancing beams. Children build positive self-esteem.
- Staff stimulate children's creativity effectively. For instance, older children learn to blow paint using a straw. Young children learn to explore different materials, such as sand and water.
- Staff work closely with parents and professionals to help support a consistent approach to promoting children's positive behaviour. They support toddlers effectively to learn to manage their feelings.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that there are sufficient numbers of qualified staff available to work directly with the children at all times. Of these, at least one member of staff in each room holds a level 3 qualification and at least half of all the other staff hold a minimum of level 2	12/09/2018
ensure that there is a named deputy in place who is capable of taking charge when the manager is not present	12/09/2018
ensure that the quality of assessment, monitoring and planning is consistently strong to ensure all groups of children, including babies, make good progress from their starting points.	12/09/2018

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

- use self evaluation fully effectively to identify and address all weaknesses in practice and the provision.

Inspection activities

- The inspector observed children and how staff interacted with them.
- The inspector observed an activity with the manager and assessed how she monitors teaching practice.
- The inspector took account of the views of parents and children.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the provider, manager and staff at appropriate times.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of leadership and management requires improvement

Self-evaluation is not fully effective. Although the management team has met the recommendations set in the previous inspection, it does not ensure that staffing arrangements are effective. This has led to breaches of legal requirements. For instance, the provider has not appointed a deputy manager as required. She has not ensured that staff have the required qualifications to carry out their roles. This means that they are not able to meet the children's needs at all times. Nevertheless, the manager provides some training to unqualified staff and supervises them regularly. She motivates staff to work towards qualifications in childcare. Safeguarding is effective. The management team and staff have up-to-date knowledge of child protection and wider safeguarding issues. They know how to make referrals should they have concerns for children's welfare. Staff complete regular risk assessments of the premises and equipment to identify and minimise risks to children's safety.

Quality of teaching, learning and assessment requires improvement

Staff do not assess young children's starting points accurately and track their progress regularly. Children are not continually challenged and motivated to explore. They do not learn to focus well during activities and they lose interest in what they do. Staff do not consistently redirect them sensitively to an activity of their choice. Nevertheless, staff support babies well to help them build on their self-awareness. They introduce them to the names of body parts and encourage them to find their own 'eyes', 'nose' and 'mouth'. Staff support opportunities for older children to extend their early reading and writing skills. For example, they teach children to identify their name labels and to learn to count. Overall, staff support children's communication and language development well. For instance, as young children play with water, staff introduce words such as 'rain' and 'pour'. They help older children to learn to answer questions.

Personal development, behaviour and welfare require improvement

The management team does not ensure that children are consistently cared for by a qualified staff team. Although, overall, staff supervise children well to ensure their safety, their interactions are not always stimulating to fully support children's curiosity to explore. Children do not have consistent opportunities to develop as keen learners. Children are emotionally settled and parents state that staff update them regularly. The management team supports a smooth transfer for children who move to other settings, including schools. Staff have improved the organisation of routines, such as lunchtime, to minimise waiting time for children between activities.

Outcomes for children require improvement

Young children are sometimes bored and move around aimlessly; for instance, holding a book in their hand, but not stimulated to explore. They do not consistently benefit from quality learning experiences that help to support their overall progress. Nevertheless, children develop some skills that help to prepare them for next stages in their learning. For instance, young children learn to feed themselves independently at mealtimes. Older children build on their awareness of the importance of a healthy lifestyle. For instance, they learn to 'warm up' before a sports activity and state it gives them 'energy'.

Setting details

Unique reference number	EY151885
Local authority	Croydon
Inspection number	10068338
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 4
Total number of places	60
Number of children on roll	34
Name of registered person	Wilson, Cynthia Yvonne
Registered person unique reference number	RP512368
Date of previous inspection	4 August 2015
Telephone number	0208 4059 055

King Fishers Day Nursery registered in 2001. It is based in Addiscombe, in the London Borough of Croydon. The nursery is open five days a week from 7.30am to 6.30pm all year round. The setting employs 12 members of staff who work directly with the children. Of these, eight hold appropriate early years qualifications. The nursery receives funding for early education for children aged three and four years old.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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