

# King Fisher Day Nursery

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



<b>Inspection date</b>	13 June 2019
Previous inspection date	23 August 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Parents are actively involved in their children's learning. For example, through the use of home-learning packs, they are able to contribute and make suggestions to support their children's development.
- Children are confident and secure in their surroundings. Staff take time to get to know children and develop strong relationships with them. Children's behaviour is very good. Staff provide children with plenty of support and praise.
- The quality of teaching and learning is good. Children settle to meaningful play quickly and enjoy a wide variety of resources which they access freely indoors and outdoors.
- Parents make positive comments about the safe and clean environment of the nursery. They talk very highly about the quality of care, learning and the good progress their children make.
- Children are sociable, inquisitive and eager to share their thoughts, feelings and significant events. For example, they readily talked about visits to their new school.
- Staff do not always make the most of opportunities to support and encourage children's independence, especially around mealtimes, for example, by giving children the chance to serve themselves.
- On occasion, not all staff offer sufficient support during group activities by actively engaging with children to challenge and extend their learning to the highest level.

## What the setting needs to do to improve further

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

- promote children's independence around mealtimes and ensure that children are encouraged and supported to make choices, pouring their own drinks and serving their food
- ensure that all staff are encouraged to engage with children at regular times during group activities and support them to make the best possible progress.

### Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a number of written reviews from parents during the inspection.
- The inspector carried out a joint evaluation with the manager to observe the quality of teaching.
- The inspector discussed how the manager evaluates the nursery and plans for further improvements.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, the setting's evaluations and children's records.

#### Inspector

Julie Newton-Smith

## Inspection findings

### Effectiveness of leadership and management is good

The staff work well together and support each other as part of a team. Regular supervision takes place to discuss the development of individual staff, their key children and any changes in policies and procedures. Arrangements for safeguarding are effective. Staff have a clear knowledge and understanding of how to keep children safe and are confident of the procedures if they are concerned about a child's welfare or safety. The manager actively seeks and evaluates the views of staff and parents to improve the quality of the nursery. The nursery has good links with, and works well with, outside agencies and professionals to support the changing needs of all children, including those with special educational needs and/or disabilities (SEND).

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

The quality of teaching is strong in most areas of the setting. Staff demonstrate a good understanding of children's learning and development needs. They make regular assessments to plan engaging activities which reflect children's interests. Children with SEND receive the support they need to consistently make the best possible progress. Babies and toddlers benefit from exploring resources. They learn to develop their fine-motor skills during their play. Staff encourage children to play indoors and outdoors, and provide a good range of experiences and resources. Staff offer children a wide range of opportunities to learn about different cultures and communities. They have a home-languages section and parents are encouraged to bring in cultural items and books for the children to explore. Parents and family members read stories and write texts suggested by children in a multitude of languages.

### Personal development, behaviour and welfare are good

Children are confident learners and they are enthusiastic about sharing their experiences. The setting is stimulating and inviting. The nursery has a well-established key-person system. Children behave well, and they feel safe and secure. Staff seek detailed information from parents to ensure children can settle when starting at the nursery. Children are offered lots of opportunities for physical play in the nursery garden, using a good range of equipment and resources that encourage imaginative play, daily exercise programmes and working together cooperatively as part of a team. Children learn to share, take turns and respect each other's similarities and differences. Children are encouraged to make healthy choices and the nursery has introduced a snack bar, offering a variety of fruit, vegetables and healthy treats. Children enthusiastically talk about what they are eating, their likes and dislikes and what foods are good for them.

### Outcomes for children are good

Children make good progress from their individual starting points. They show an interest in stories. Younger children are beginning to recognise and repeat sounds, while older children are recognising the sounds that represent different letters. Children have good social skills and are confident communicators. They have good physical skills and move in a variety of ways, both in and outside the setting. Children are gaining the important skills to support their future learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	EY151885
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10077530
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Wilson, Cynthia Yvonne
<b>Registered person unique reference number</b>	RP512368
<b>Date of previous inspection</b>	23 August 2018
<b>Telephone number</b>	0208 4059 055

King Fisher 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.

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