

Kingfisher Day Nursery

Rawson Green, Kilburn, BELPER, Derbyshire DE56 0LN



Inspection date	6 August 2019
Previous inspection date	12 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff morale is high in this welcoming and stimulating setting. Staff enjoy their jobs and this is evident as staff and children's laughter permeates through the nursery. Children settle quickly as they are eager to attend.
- The well-qualified staff know the children well and they respond attentively to children's individual needs. This helps to promote children's emotional well-being.
- Staff set clear boundaries and children behave well. For example, they listen well to instructions as they line up to go and wash their hands for snack. Children form friendships and play well together.
- Staff communicate with parents using a variety of methods. For instance, they issue newsletters, host stay-and-play events and parents' evening meetings. Staff establish open, two-way communication with parents to promote consistency for children.
- Staff support all children to make good progress, including those with special educational needs and/or disabilities. For instance, they communicate well with outside agencies, such as speech and language therapists, to share strategies and ideas.
- The management team is committed to its roles and responsibilities. Managers use many methods to evaluate the provision. For example, they seek the views of parents and staff and complete quality improvement audits to help raise standards.
- At times, staff do not use a wide range of language when talking to the children to build on their growing vocabulary.
- Staff do not provide enough opportunities for children to develop understanding that print carries meaning or for them to write for a purpose in the outdoor environment.

What the setting needs to do to improve further

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

- provide more opportunities to extend children's vocabulary to enhance children's communication and language skills further
- build on the opportunities for children to develop their literacy skills in the outdoor environment.

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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector spoke to staff and children at various times throughout the inspection.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The management team undertakes thorough recruitment and induction procedures to help ensure that all staff are suitable to work with the children. Staff demonstrate a good knowledge of child protection. They show a good awareness of the signs and symptoms of abuse. The manager ensures that staff's safeguarding knowledge is up to date and randomly asks staff questions about child protection issues to reinforce their knowledge. Staff regularly observe children and monitor the progress they make. This helps them to build an accurate picture of children's abilities and any gaps in their learning. Staff use this information well and plan activities to support development. The assessment systems are clear and effective. The manager observes staff regularly and provides feedback on their performance. They discuss any areas to improve to help to develop practice. Staff attend regular training to extend their skills further.

Quality of teaching, learning and assessment is good

Children happily engage in a good variety of activities. They are keen to participate in adult-led and child-initiated activities. Children learn through exploring and investigating. They delight in learning about the flow of water in the outdoor environment. As they pour water down tubes they swiftly follow the tube to see where the water will fall. They quickly work out that the water is not exiting the tube as it cannot flow 'up a hill'. Babies delight in playing with toys that light up when touched and become enthralled while exploring sensory materials such as cornflour, spaghetti and crushed biscuits. Staff observe the children's learning and decide what they need to do next to progress. Information about individual children's learning is shared frequently with their parents, enabling them to support their children's learning at home.

Personal development, behaviour and welfare are good

Staff spend time getting to know children during the settling-in period and successfully meet their emotional well-being needs. The key-person system is highly effective and children develop secure bonds with staff. Staff teach children well about healthy living and provide them with well-balanced and nutritional meals and snacks. In addition, children explore real food items in the role-play area. This promotes discussion about healthy and unhealthy foods and children's individual preferences. Children show understanding that their likes may be different to those of their friends. Children remember previous learning as they talk about the process of making bread and the importance of kneading it. Children have a good understanding of keeping themselves safe and remind one another not to run too fast.

Outcomes for children are good

Children make good progress in relation to their starting points and capabilities. They are active learners who confidently explore the environment. Babies receive gentle encouragement as they begin to walk and speak their first words. Older children share and take turns as they play. All children thoroughly enjoy stories and singing songs. Older children demonstrate good listening and attention. Children gain the key skills that will support the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY489115
Local authority	Derbyshire
Inspection number	10076475
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	73
Number of children on roll	77
Name of registered person	Allanson, Helen Ruth
Registered person unique reference number	RP908123
Date of previous inspection	12 January 2016
Telephone number	01332 880800

Kingfisher Day Nursery registered in 2015 and is located in Belper, Derbyshire. The nursery employs 20 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, 15 at level 3 and one at level 6. The nursery is open each weekday from 7am to 6pm, except for the period between Christmas and the New Year. The nursery provides funded early education for two-, three- and four-year-old children.

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