

Inspection of Kingfishers Of Dilhorne

Dilhorne Endowed Primary School, Godley Lane, Stoke-On-Trent, Staffordshire
ST10 2PF

Inspection date: 29 March 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are independent learners. They practise self-help skills in a safe environment. For example, children butter their own pancakes. Younger children are supported to use two hands as they drink from an open beaker for the first time. Older children celebrate their peers' achievements. They clap when their peer does not spill their drink. Children learn about oral health as they engage in a 'snappy crocodile game'. They display attention and concentration as they take turns to press a sore tooth. Children are self-assured and happy. They shriek with joy and surprise as the crocodile closes its mouth.

Children display high levels of self-esteem. Their behaviour is good. Children receive high levels of praise. For example, they receive stickers when they are potty training as an incentive to succeed. Children are proud of their own achievements. Their efforts are displayed on an 'achievement tree' which staff use to reflect on next steps for learning.

Children learn through hands-on experiences. They explore the wider world through their binoculars and identify what a pigeon looks like. Children are imaginative. They use prior knowledge to create ideas and enhance play. For example, children use wood, pinecones and leaves to make a pretend fire. They practise their cutting skills and use a real knife and fork confidently to cut up invisible food on a wooden log. Children develop early writing skills as they use a clipboard and a pencil to take food orders. They engage in role play as they make up a plate of imaginary food.

What does the early years setting do well and what does it need to do better?

- The manager is a proactive leader. Together with staff, they embed the 'Kingfisher curriculum' which they designed using current guidance and their professional knowledge of early years development. Staff are skilled in observing what children can do. They build an environment to reflect on the skills children need to learn next. The manager ensures that staff collaborate with local schools. They consult with teachers to understand their expectations for learning. This ensures children develop the skills needed to succeed in their next stage of learning.
- Since the COVID-19 pandemic began, managers put emphasis on enhancing children's personal, social and emotional development. They ensure children freely explore their environment and make their own for play. For example, when children visit the on-site farm, they build on their experiences when they return. They select magnets and construct a large metal structure. Children introduce small-world farm animals. They model their experiences of the farm.
- Children benefit from a wealth of resources and experiences. They are confident

to problem-solve. Children think critically during play. For example, they pretend their dinosaur is stuck in the mud. Children are confident to discuss who will rescue the dinosaur. They select a small-world fire engine. At times, staff do not challenge children's thinking to understand their ideas. For example, staff ask children, 'Are apples healthy or sugary?' Children say sugary. Staff do not further discuss children's answers to enhance knowledge. They do not consistently promote children's early understanding of some mathematical concepts. For example, staff tell children, 'These are weighing scales'. However, they do not extend their teaching to build on children's knowledge of weight and measure.

- Key-person relationships generate an overwhelming sense of belonging for all children. Staff understand the benefits of utilising key persons to support children when they become upset. They value the views of children to ensure they settle well. For example, when children join, they draw a picture to share their feelings. Staff ensure relationships remain strong when children temporarily move to another country. They send pictures and activities abroad. This ensures that when children return, their key-person link remains strong, which positively impacts personal development.
- Staff promote children's communication, language and literacy skills. They select stories to boost children's interest. Staff use books to underpin current objectives for learning. Children vote for which story book they wish to read by pointing to a visual prompt. This enhances child choice; their opinions are accounted for.
- Children are taught to keep themselves safe when outdoors. They take out a clipboard and pen to risk assess their environment. Children share their feedback with peers to ensure safety. This develops their responsibility and confidence to manage risks.
- Children with special educational needs and/or disabilities are supported in their learning. Staff ensure all children have their developmental and emotional needs met. There are systems in place to identify when children are at risk of falling behind or need further support.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection and safeguarding issues. They have a good understanding of different types of abuse and cause for concern, including female genital mutilation and the 'Prevent' duty. Staff have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare. This includes the use of early help assessments to identify the needs of children and families. Staff are confident to 'whistle blow' should they have concerns about a member of staff. The manager has robust procedures in place to ensure that staff are deemed suitable to work with children. Staff have effective systems to monitor children's absences. They can clearly identify patterns of concern.

What does the setting need to do to improve?

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

- support staff to challenge and build on children's ideas, to enhance their developing knowledge
- strengthen teaching to develop children's understanding and use of mathematics

Setting details

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| Unique reference number | EY494907 |
| Local authority | Staffordshire |
| Inspection number | 10219654 |
| 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 at time of inspection | 0 to 10 |
| Total number of places | 14 |
| Number of children on roll | 34 |
| Name of registered person | Kingsley Playgroup (Staffordshire Moorlands) Committee |
| Registered person unique reference number | RP527660 |
| Telephone number | 07599 954977 |
| Date of previous inspection | 24 August 2016 |

Information about this early years setting

Kingfishers Of Dilhorne registered in 2015 and is situated in Stoke-On-Trent. It is one of two settings operated by the same provider. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday. Sessions are from 7.45am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- A joint observation was carried out by the inspector and the manager.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff.
- The views of parents were considered by the inspector, through verbal discussions and emails.

We carried out this inspection 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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