

Inspection of Kingfisher Day Nursery

48 Hill Street, Donisthorpe, Swadlincote, Derbyshire DE12 7PL

Inspection date: 1 June 2022

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 arrive at the setting eager to play and explore. For example, children use spades to investigate in the sandpit. One child shouts 'I found one, I've found some treasure'. Children are curious and display their delight as they uncover golden coins in the sand. Staff are equally inquisitive, which further sparks children's interest. Children use their large muscles as they dig and shovel the sand in search of more golden treasures.

Children develop the skills required to support self-help. For instance, children use large tweezers to precisely pick up flowers in the water tray. This helps children to develop small-muscle skills and hand-to-eye coordination. Consequently, children build the skills required for dressing, such as zipping up coats and buttoning shirts.

Children and babies form close relationships with staff. Staff gently sing 'Twinkle, twinkle little star' as they soothe a baby to sleep. Outside, older children ask staff to hold their hand as they jump between large wooden reels. As a result, children feel safe and secure in the environment. Staff recognise the importance of emotional development. They support children to recognise and understand feelings. For example, staff use resources and discussion to identify different emotions with children.

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

- Children behave well. They understand expectations. For instance, staff give children a five-minute warning prior to a change in activity or routine. Children respond well to this, and once the five minutes are up, they help staff to tidy away. This helps children to understand the routine and provides a sense of safety and security.
- Children are offered new experiences. For example, while retelling a popular story, children have the opportunity to squelch bare foot through mud and splash through water. This ignites imagination and promotes language skills. During a creative activity, staff use a non-fiction book about London to promote knowledge and understanding of the Queen's Jubilee. However, opportunities are not provided for staff to share stories with children daily.
- Children's transitions between rooms are well supported. For instance, the staff create a photo book for children that features pictures and key information about the new staff who will be caring for them. These are shared with children and families for them to look at before children move to the next room. This helps children with building attachments and feeling secure with the planned change. Additionally, staff and parents share information about children's development, interests and next steps in development. This helps staff to get to know each unique child, and supports a smooth transition to the next room.

- Children are becoming independent. Overall, children wash their hands unaided, with adults close by to offer guidance. During lunchtime, a child uses the serving tongs to pick up and place a fish finger on to his plate. When successful, he punches the air and shouts 'yes' at his achievement. This supports children's confidence and self-esteem.
- Staff provide nutritious food. Some children bring packed lunches, and staff support parents to provide healthy choices. However, staff do not maximise mealtimes as an opportunity to discuss healthy eating. As a result, children do not learn about the benefits of healthy eating habits on their overall health.
- The manager supports the development of staff. For example, one staff member accessed training on promoting children's communication and language through using signs and symbols. This was shared with others during a staff meeting. As a result, all staff have an increased knowledge and confidence in using these strategies to support children's development. Consequently, this helps children to communicate their needs and make choices.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They attend relevant training and regularly update their knowledge during staff and one-to-one meetings. Leaders and managers check staff's understanding and discuss different safeguarding scenarios. This helps staff to feel confident in the process to follow should they have concerns about the welfare of a child. Systems are in place for recording and monitoring existing injuries, in addition to accidents that happen in the setting. Staff know the process to follow should there be an allegation against a member of staff. Additionally, they are aware of the signs of radicalisation and extremism, and who to report concerns to.

What does the setting need to do to improve?

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

- extend children's understanding of how healthy food choices promote their good health
- increase opportunities for adults to engage children with stories to develop a love of books and reading.

Setting details

Unique reference number	EY438250
Local authority	Leicestershire
Inspection number	10235615
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	1 to 4
Total number of places	93
Number of children on roll	86
Name of registered person	Kingfisher Day Nurseries Limited
Registered person unique reference number	RP527643
Telephone number	01530 274462
Date of previous inspection	1 September 2016

Information about this early years setting

Kingfisher Day Nursery registered in 2011. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the provider 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 of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation on a group activity with the deputy manager.
- The inspector looked at relevant documentation.
- The inspector had face-to-face conversations with parents to gain their views of the setting.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.

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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