

Inspection of Kingfisher Nursery

Mereside C of E Primary School, Childrens Way, SHREWSBURY SY2 6LE

Inspection date: 4 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children develop secure attachments with staff and feel safe and secure. They benefit from a secure key-person system and continuity between home and nursery. Over time, children become securely attached to all staff and relationships are positive. Staff provide nurturing care, such as giving children hugs when they need them. Children engage in activities of their choosing and confidently follow their own interests. They behave well and show care and concern for others as they help their friends to stand up after they fall over. Staff remind children not to run inside and provide clear explanations why.

The manager and staff have high expectations for the provision to ensure that all children are developing the key skills needed to be ready for school. They give priority to children's personal, social, and emotional well-being. Many outdoor activities are child-led and create opportunities for children to use their social skills to collaborate with others. For instance, children are supported to play cooperatively with others, taking turns to throw, roll or kick their balls to knock down the skittles. They help each other to set up the skittles again, ready for next time. Children use tools to dig in the large outdoor sand pit. They persist in digging saying, with determination, 'I am going to find the treasure.'

All children, including children with special educational needs and/or disabilities, make good progress from their starting points.

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

- The manager and staff have a clear curriculum intention to support children to develop the skills they will need for the next stage in their education. Staff know children very well. They reflect on children's assessments and track their progress regularly. Parents use an online app showing their child's written reports and assessments. They confirm that staff exchange important information with them face to face and through technology, to support care and learning at home and at nursery.
- Staff model language well. They use sign language to support communication with the youngest children. Staff know to get down to children's level as they speak to them and to speak slowly and clearly using the correct pronunciation. Some staff have completed training to positively support children's communication and language development.
- Staff skilfully guide and support children during independent learning times. However, they do not fully consider the different levels of children's listening and attention skills during whole-group learning sessions. Some children become easily distracted and do not fully engage in whole-group learning sessions.
- Staff provide children with good opportunities to celebrate what makes them

unique and help them develop a strong sense of self. Children learn about themselves and their families. However, staff do not consistently provide enough learning opportunities for children that promote environments that may be unfamiliar to them, to help to prepare them for life in the wider community.

- Children have many opportunities to access mark making independently and this supports them to practise their emerging writing skills. For example, children draw the flowers in a vase using marker pens and white boards. They learn to hold pens correctly, while they enjoy making patterns with the magnetic pin boards.
- Parents describe the nursery as having a warm and friendly atmosphere, where their children are happy and well cared for. They are happy with the progress their children make and the feedback they receive from the staff at collection times.
- Children show enjoyment of their learning and continue to try hard, even when they encounter difficulties. For instance, young children persevere when using a variety of tools, such as pens, sticky tape, glue, and scissors. Children have fun celebrating Bonfire Night and use their creative skills to make pretend fireworks out of cardboard and brightly coloured materials. Children demonstrate their good understanding that fireworks can be loud and dangerous as well as fun.
- The manager ensures that staff have access to opportunities to attend training and complete a variety of online courses. This helps to ensure that all staff have opportunities to develop their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager is fully aware of her duty to keep children safe. Staff attend training, so that they can recognise children who may be at risk of harm. They show a good understanding that promoting children's safety and welfare is everyone's responsibility. There are thorough vetting procedures in place to make sure staff are suitable for their roles. Staff recognise the possible signs that may indicate that a child is at risk of neglect or harm. They also understand the procedures to follow to report any concerns. Staff carry out frequent risk assessments to help ensure the classrooms and garden are safe.

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 consider the learning needs of all children during group activities, so that all children develop good listening and attention skills
- provide more ambitious opportunities for children to engage in new experiences to extend their learning about the wider community.

Setting details

Unique reference number	224124
Local authority	Shropshire
Inspection number	10259167
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	2 to 4
Total number of places	32
Number of children on roll	45
Name of registered person	Mills, Lisa Ann
Registered person unique reference number	RP514447
Telephone number	01743 248157
Date of previous inspection	13 December 2017

Information about this early years setting

Kingfisher Nursery registered in 2001. It is situated in a demountable building within the school grounds of Mereside School. The nursery employs eight members of childcare staff. Two of these hold appropriate early years qualifications at level 4 and five at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 11.45am and 12.30pm until 6pm, including a lunch wraparound club. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022