

# Inspection of King Fishers

89 Brigstock Road, Thornton Heath, Surrey CR7 7JL

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Inspection date:

24 January 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happy and ready to learn. They demonstrate that they feel safe and secure in the nursery. Children are welcomed by the friendly and caring staff and have close bonds with the manager and staff team. Babies and toddlers receive comfort and reassurance when they are tired or become upset. However, handover information between staff during children's transitions to different rooms is not consistent.

Children are highly motivated and enjoy the range of experiences staff provide. For instance, older children concentrate well as they use different pens and scissors to create their designs. They confidently describe their pictures. Young children spend time managing various locks and buckles. Children have a can-do attitude. They develop their small-motor skills and receive lots of positive praise for their efforts. Children's behaviour is good. Staff use their observations to plan activities. However, they do not have a clear understanding of what they want children to learn. Some activities do not provide challenge for the most-able children.

Parents speak very positively about the care and education their children receive. They appreciate the regular updates. Parents whose children require additional support comment how grateful they are to the manager and her team for the good progress their children make.

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

- Children confidently follow daily routines. They get their coats and shoes ready to go outside. Children behave well as they patiently wait for young children to use the stairs first. However, staff do things for children which they could do for themselves, such as blowing their noses, feeding them and giving them their water bottles.
- The new manager demonstrates a passion for the nursery. Parents comment on the positive improvements. The manager conducts regular supervision with staff. As a result, the quality of activities and teaching has improved. However, the manager does not precisely identify their individual targeted training needs. This would enable staff to support children with special educational needs and/or disabilities (SEND) even further. In addition, group activities do not always have a clear learning intention. As a result, children do not learn as much as they could from adult-led activities.
- Children follow good hygiene practices. For instance, they wash their hands before they eat and when they come inside from the garden. Staff talk to children about the different fruits and meals they are eating. This builds on children's communication and language skills. Pre-school children cut their banana and serve their food at lunchtime. Children are polite, patient and learn

skills to help them regulate their behaviour from a young age. However, young children wait at the table for a long time for staff to serve them their lunch. Older children do not have enough resources to serve themselves quickly.

- The manager uses creative ways to support children's well-being. For instance, staff support children to explore their feelings. Children learn about caring for teeth, and good and bad foods. However, staff do not provide all children with fresh drinking water. The manager is aware that some children bring unsuitable packed lunches. As a result, some children do not follow a healthy diet.
- The management team and new manager share a clear vision for the nursery and children's outcomes. Staff know children well. They identify when there are gaps in children's learning. The diverse staff team encourages children to learn about the wider world. For instance, toddlers sing songs in Spanish. However, the key-person system and changes to the way that staff tailor the curriculum to support children's individual needs when they transition are not yet fully embedded.
- The management team supports staff and encourages them to benefit from well-being opportunities. Staff comment that they feel supported in their role. The manager works closely with professionals, staff and parents to help evaluate the nursery.
- Children develop their physical skills inside and outdoors. For instance, young children jump, bend and skip as they follow instructions. Children manage bikes and scooters. They have positive attitudes to learning. Children persevere with new tasks and want to succeed. This helps them to make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff undertake training to keep their knowledge of child protection up to date. Staff have a good knowledge of the possible signs that a child may be at risk of harm. They know what procedures to follow if they have concerns. Staff discuss safeguarding at staff meetings and know what to do if they are concerned about the conduct of a colleague. They know how to respond to concerns such as domestic abuse. The manager makes sure that safer recruitment checks are in place to ensure the ongoing suitability of staff working with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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identify opportunities for staff training and professional development to increase knowledge and confidence around supporting children with SEND	02/03/2023
provide healthy meal alternatives and make sure fresh drinking water is always available and accessible to children	02/03/2023
implement an effective key-person system so that staff share information during transitions and provide children with care and learning that is tailored to meet their individual needs.	02/03/2023

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

- help staff to consistently support children's growing independence
- manage transition times to ensure children are not waiting for extended periods during lunchtime
- strengthen all staff's understanding of the learning intention for planned activities, including providing challenge for the most-able children.

## Setting details

<b>Unique reference number</b>	124973
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10234130
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Wilson, Cynthia Yvonne
<b>Registered person unique reference number</b>	RP512368
<b>Telephone number</b>	020 8665 5429
<b>Date of previous inspection</b>	5 January 2017

## Information about this early years setting

King Fishers registered in 2002 and is located in Thornton Heath, in the London Borough of Croydon. The nursery is open Monday to Friday from 7.30am to 6.30pm. It employs 13 members of staff. Of these, eight hold appropriate early years qualifications at levels 2 and 3, and two hold levels 5 and 6. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## 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 inspector held a meeting with the manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications and policies.
- The inspector spoke with staff, parents and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.

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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