

Inspection of Kingfisher Day Nursery

Springfield Primary School, West Road, Spondon, Derby, Derbyshire DE21 7AB

Inspection date: 28 April 2023

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

As children arrive at nursery, staff support them to find their name. Children copy staff as they teach them the initial letter sound of their name, developing their early literacy skills. Children have ample opportunities to develop their physical skills. For example, staff encourage children to jump in and out of tyres outside. Children beam with pride as staff praise them for their efforts. Inside, staff encourage children to persevere as they teach them how to use scissors safely as they cut paper. Children enjoy being outside. They enthusiastically splash in puddles they make as they play with water. Staff ask them if their containers are heavy or not as they transport the water and pour it down pipes, helping them to understand language to describe weight.

Children behave well and are friendly towards others. Staff have high behavioural expectations of children, reminding them throughout the day to use manners and to share. Children are aware of the nursery routine and react positively to staff when they are asked to tidy up. Children show they have good relationships with staff, as they beckon them to join in with their play. Staff show children how to use a safety knife as they chop apples at snack time, reminding them to be careful as they cut them. Children confidently pour their own drinks at snack time and put their coats on to go outside. Staff support children to do their zips up, teaching them new skills and how to be independent.

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

- The manager and staff are clear on what they want children to learn. Staff plan activities that cover the seven areas of learning. Staff use assessments and track children's development. This helps them to identify and narrow any gaps in learning.
- Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) are supported well. The special educational needs coordinator (SENCo) is proactive in making timely referrals to other professionals, enabling children to access the support they need. The manager uses additional funding appropriately. For example, funding is used to provide one-to-one staffing for children who need it. Children who speak EAL are encouraged to share their experiences and talk about where they come from. This helps them to understand what makes them unique.
- Overall, children show a positive attitude towards their learning, and staff interact well with them. Children confidently explore their environment, making choices about what they want to do. However, on occasion, staff do not always notice when less confident and quieter children need encouragement to take part in play and activities. This means that they are not able to learn as much as their more confident peers.

- Children show they love books, stories and songs. They listen intently as staff read familiar stories to them, joining in with phrases they know. Staff allow children to take books home. Children excitedly shake musical shakers they made earlier in the day as they take part in a singing session. They enthusiastically join in as staff sing with them. This helps children to develop their communication and language skills.
- Staff remind children to wash their hands as they talk about germs, enabling them to learn what positive hygiene routines are. At lunchtime, staff ask children what foods are healthy, and children reply, 'fruit and 'water', showing they have awareness of what contributes to a healthy diet.
- Staff teach children about how their behaviour can affect others and about feelings and emotions. For example, staff talk to children about how their friend might feel when they take a toy off them. Staff introduce words such as worried and scared as children describe the facial expressions of a character in a story they read.
- Parents report that children have grown in confidence since attending the nurseery and say that staff are wonderful. Information about children's development is shared in a variety of ways, such as during parents' meetings. However, staff do not make all parents aware of what their children's next steps in learning are, meaning they cannot further support this at home.
- The manager ensures that new staff are given thorough inductions to support them in their role. Training is sourced to enable staff to further develop their knowledge and skills. For example, the SENCo is completing a level 3 qualification to improve her knowledge of SEND.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse, including the signs and symptoms of female genital mutilation. Staff are confident to act in accordance with the setting's policies and procedures. They know who to report concerns to about staff and children and to record these concerns. Staff are also confident in the process of who to escalate concerns to outside of the nursery if needed. The manager puts high emphasis on staff completing safeguarding training, making this a priority for new staff. The manager follows safer recruitment procedures to help ensure that all staff working with children are suitable to do so.

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 recognise and provide consistent and quality interactions with quieter, less confident children to further extend their learning
- help staff to ensure that all parents are aware of their children's next steps in

learning so they can continue their learning at home.

Setting details

Unique reference number	EY285337
Local authority	Derby
Inspection number	10280353
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 9
Total number of places	48
Number of children on roll	90
Name of registered person	Kingfisher Day Nurseries Limited
Registered person unique reference number	RP527643
Telephone number	01332 669686
Date of previous inspection	17 August 2017

Information about this early years setting

Kingfisher Day Nursery registered in 2004 and is based in Spondon, Derby. The nursery employs 15 members of childcare staff, of whom 12 hold appropriate early years qualifications at levels 2 to 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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