

Inspection of Kingfisher Day Nursery

38 Chapel Street, Spondon, Derby, Derbyshire DE21 7JP

Inspection date: 25 April 2023

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

Babies look at photographs of their families with staff, who offer cuddles and reassurance to help them settle. Babies are happy to listen to songs, shake musical instruments and watch bubbles float away. Toddlers laugh as staff play a game of hiding under blankets. Toddlers are confident to speak to visitors, demonstrating they feel safe and secure.

Staff talk to children about moving to the 'big pre-school'. Staff provide core books, which are duplicated within the pre-school to support children with familiarity when they move on. Staff plan the curriculum to build on what children know and can do. For example, children practise understanding instructions as staff build models and ask children to find animals inside. Children hear new words as staff support them to make models from play dough and talk about the pictures on a jigsaw.

Children have lots of opportunities to enjoy the fresh air in the garden. Staff support children to practise taking turns and to form friendships. For example, children pour and fill containers of water together as staff support them to share and take turns. Children follow each other as they ride around on push-along cars and tricycles. They sit with blankets and cushions in the garden to enjoy stories together.

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

- Staff provide a varied curriculum, indoors and outdoors, to enhance children's learning. For example, staff support children with their physical skills. They help children to crawl on planks and tyres and to climb up the steps to the slide. Staff encourage children to make marks with chalk on the ground to exercise their small muscles.
- Staff support children to enjoy books. Children gather around to help open the flaps and turn the pages of the books. They call out the names of the animals that they would like to sing about and they join in with the actions. Children listen to the stories and songs as staff support them to join in.
- Staff support children with early speaking and language. For example, children play in the sandpit with diggers as staff talk about what they are doing. Staff help children to fill their buckets with sand and they count stones as children drop them into the buckets. However, staff do not always ensure that children stay engaged and focus on purposeful play and learning. During some child-led play, staff do not provide high-quality interactions with the children.
- Staff form warm, supportive relationships with the children, which promotes children's confidence. Staff support children to make choices and join in with activities that interest them. For example, children choose to wear builders' hats and build large models together with bricks. However, staff do not consistently

support children to understand what the expectations for their behaviour are. At times, this has an impact on the emotional well-being of other children and disrupts their play.

- Staff support children to be independent. Babies sit on low-level chairs at the table for lunch and staff encourage them to feed themselves with a spoon. Toddlers find their named place, select their cutlery and pour their own water from a jug. Toddlers serve potatoes and chilli with tongs and spoons as staff praise them. Staff encourage children to say 'please' and 'thank you'. They support children to take off their bib after eating and wipe their own face with a flannel.
- Leaders and managers meet to reflect on the curriculum offered. They provide action plans to improve practice. The manager works with other professionals, such as the local authority, to aid improvement. The manager supports staff to understand how children learn and develop. She provides staff with extra knowledge acquired through her recent studying. Staff state that they feel well supported.
- Parents state that they are happy and well supported. They feel informed about what their children are learning and speak of the approachable staff. Staff provide information for parents online, face to face and at parent meetings. Staff provide ideas for parents to develop children's language at home, such as talking about things that they see when out at the park.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a sound knowledge of safeguarding. They know the signs of abuse to look for and their responsibilities in keeping children safe. Staff are confident in recording and reporting any concerns to the relevant professionals. They know to follow up unexplained absences. Staff have knowledge of safeguarding issues, such as radicalisation, county lines and female genital mutilation. Staff attend regular training to keep their safeguarding knowledge up to date and they are aware of safe sleeping practices for children. The nursery is secure and there are clear visitor procedures in place.

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 develop their practice to a consistently high level so that children always engage in purposeful learning
- support staff's knowledge and understanding of the setting's behaviour policy and provide a more consistent approach to supporting children's positive behaviour.

Setting details

Unique reference number	EY285324
Local authority	Derby
Inspection number	10280365
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 2
Total number of places	20
Number of children on roll	36
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 located in Spondon, Derbyshire. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 4, six hold qualifications at level 3 and one is qualified at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-year-old children.

Information about this inspection

Inspector

Caroline Winterton

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 manager and has taken that into account in their evaluation of the nursery.
- 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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