

Inspection of Kingfisher Day Nursery

53 Palatine Road, MANCHESTER M20 3PP

Inspection date: 7 July 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

Children arrive happy and ready to learn. Key staff greet children at the door and warmly welcome them in. Children quickly settle in their own rooms, find their friends and eagerly engage in the many exciting activities on offer for them. Babies actively explore the environment. With support from the staff, they scale low-level equipment and attempt to take their first steps. Toddlers show good levels of concentration and perseverance. For example, they turn wooden shapes to fit them into a shape sorter. Pre-school children demonstrate good small physical skills as they make meaningful marks using pens. In addition, they confidently use tools, such as ink stampers and scissors. All children, including those who are funded or have special educational needs and/or disabilities, make good progress.

All children build strong attachments to their key person. This is because staff implement individualised settle in sessions and take time to get to know children and their families. Babies look for staff as they move about the room. Toddlers, fondly embrace staff and enjoy sitting with them to read a book. Older children are confident and self-assured. Staff help children to understand the rules and boundaries for the nursery. They consistently use age-appropriate explanations for any unwanted behaviours. As a result, children behave well and are kind and considerate.

Partnerships with parents and other agencies are a strength at this nursery. Staff act quickly to ensure those children who need extra help get the right level of support they need. The special educational needs coordinator diligently works with staff and parents to ensure targeted learning plans are put into place. Staff share children's next steps with parents, which helps to continue children's learning at home. As a result, any emerging gaps in children's learning quickly close.

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

- The senior leadership team have high expectations for the nursery and what they want children to achieve. The new manager is passionate and committed. She has already identified areas of the nursery she wants to improve further. She has discussed and agreed an action plan with the provider to achieve these. For example, they want to roll out an even more targeted programme of support to develop staffs' deep understanding of how children learn. This will help all staff to deliver the intended curriculum to consistently high standards across the nursery. That said, support for staffs well-being is consistently strong. Staff report they are extremely happy in their work.
- In the main, staff support children's learning well. Babies and toddlers persist at activities, such as water play, for extended periods of time. Older children confidently join in with games, such as a shape hunt. However, at times, staff

do not understand when activities need to be extended or reshaped for children to remain highly involved. As a result, some children disengage, or do not have the opportunity to consolidate their learning.

- Staff have an impact on children's personal development and good behaviour. They work closely with parents to understand children's needs and interests and how those change over time. Staff warmly praise children's achievements and help them to understand and manage their own feelings. For example, children role play and express their emotions and are supported by staff to explore and display how they are feeling. Staff laugh and giggle, and change the laugh to copy children, which gives them great joy and acceptance.
- In the main, staff support children's communication and language well. Babies and toddlers actively take part in favourite action rhymes and songs. They love to sit on staffs' knees, snuggle in and listen to a story. When reading with older children, staff encourage them to 'growl like a bear' and predict what might happen next. In addition, staff model positional language. For example, when building with blocks, they ask children to place them 'on top', 'underneath' and 'side by side'. As a result, children are developing a wide vocabulary.
- The curriculum for mathematics is securely embedded. Staff weave mathematical concepts throughout their play and during routine times of the day. For example, older children help staff to complete a head count before children move from outdoors to inside. Younger children are challenged to find numbers in the environment. Staff model counting and number language to babies. For example, they count out how many pats they can make in the water. Consequently, children develop well in mathematics from an early age.
- Babies and toddlers are encouraged to feed themselves and help with tasks, such as dressing. Older children relish opportunities to do things for themselves. For example, they scrape waste food from their plates into the bin. Children take part in extracurricular activities, such as music and movement sessions, football, and go for walks into the local community. All of these, as well as having access to a well-equipped outdoor area, help children to develop good physical skills and support their continued good health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Newly implemented procedures for risk assessment are understood by all staff and implemented well. All staff have a secure knowledge and understanding of their individual roles for safeguarding and child protection. This includes what they need to do should they have any concerns about leaders or a colleague they work with. Robust recruitment and vetting arrangements are in place. This further ensures children's safety.

What does the setting need to do to improve?

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

- develop the intended curriculum to take better account of the unique ways in which young children prefer to learn, and shape activities accordingly so children remain highly engaged and focused
- strengthen current arrangements for staff coaching and supervision to help staff raise the quality of staffs' educational practice to a consistently high level across the team.

Setting details

Unique reference number	EY455696
Local authority	Manchester
Inspection number	10299853
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	97
Number of children on roll	129
Name of registered person	Kingfisher Childcare Limited
Registered person unique reference number	RP532120
Telephone number	0161 425 4506
Date of previous inspection	27 March 2018

Information about this early years setting

Kingfisher Day Nursery registered in 2013. The nursery employs 26 members of childcare staff. Of these, 23 staff hold relevant early years qualifications at levels 2 to 6. Three members of staff hold has qualified teacher status. Two members of staff are unqualified. 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

Inspectors

Donna Birch
Suzy Marsh

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Both inspectors took part in a joint observation with the manager.
- Staff spoke to the inspectors throughout the inspection.
- Children spoke to the inspectors about what they enjoy doing while at the setting.
- The inspectors spoke to the nominated individual and the manager about the leadership and management at the nursery.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspectors spoke to parents and took account of their views.

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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