

Inspection of CW King Fishers Day Nurseries Limited

332 Chipstead Valley Road, Coulsdon, Surrey CR5 3BE

Inspection date: 10 September 2024 - 18 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff know the children well and provide a curriculum that supports all children to make good progress in their learning. Subsequently, children enjoy their time at the nursery and are keen to talk about their favourite activities. Children have formed close attachments with staff, who provide nurturing care. This helps children to feel safe and secure. Younger children are sensitively supported during transition periods. Staff are quick to pick up on babies' cues and respond with comforting reassurance.

Older children are sociable and form friendships. They are confident talkers and can express their needs well. Staff enthusiastically engage in children's play and support children's creativity and imagination, for example, when they pretend to make blueberry tea while playing in the mud kitchen.

Staff model positive behaviours to support children in developing respectful relationships with others. Children generally behave well, as they are familiar with the routines and expectations. Staff support children to manage their feelings and to consider the impact of their behaviour on others. Older children are able to work together to achieve a shared goal, and younger children learn to share and take turns.

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

- The nursery is led by a committed leadership team. The team has a clear vision for the nursery and works with the staff to implement a challenging curriculum for children. Support for staff's well-being is good. Staff report that they feel well supported and they value the training experiences offered to develop their skills.
- The environment is inviting, spacious and well resourced. However, on occasions, the organisation of the morning routine does not always support all children to engage in meaningful activities on their arrival at the setting. Sometimes, on arrival, a high number of children are grouped in the toddler room for an extended period, which results in children not being actively involved in suitable learning experiences.
- Babies show wonder as they explore sensory materials, such as foam. Staff offer consistent support and introduce new words as babies explore the unusual texture. Toddlers confidently explore the sensory room, where they play musical instruments and explore sensory mats. Staff support children's play well. For example, they have sensitive discussions about new babies in children's families as children play with dolls.
- Pre-school children show high levels of perseverance and concentration. They expertly transport water from one side of the outdoor area to another, taking care not to spill any. They incorporate mathematical concepts into their play as

they count confidently and compare shape and size. Although there is a varied curriculum in place, there are limited opportunities for all children to develop their knowledge of the natural world.

- Staff ensure that songs are incorporated into daily routines so that children become familiar with the rhyme and repetition. This supports children's developing language and communication skills. Babies hold hands and rock backwards and forwards together as they sing 'Row, Row, Row Your Boat'. Older children sing the tidy-up song as they help to put things away.
- Parents are very complimentary about the nursery. They describe the staff as 'fantastic' and confirm that their children are keen to attend. Parents say that their children have made good developmental progress, particularly with their language and communication. Parents receive good feedback about their children's progress, and they value the opportunity to be involved in nursery life, such as attending outings.
- The nursery works closely with other professionals to enhance the outcomes for children. Staff work together with school staff to support children's transitions as they move on to the next stage in their educational journey. Staff work alongside other professionals to provide targeted plans for children with special educational needs and/or disabilities (SEND). As a result, all children, including children with SEND, make secure developmental progress.
- Children are provided a range of healthy, nutritious and freshly prepared meals and snacks. They thoroughly enjoy the meals provided and are keen to have second helpings. All children benefit from daily outdoor play. Staff provide opportunities for children to develop their physical skills, balance and coordination.
- Ofsted received concerns that the provider was not meeting requirements relating to the arrangements for outings, and looked into this matter as part of the inspection. We found that the provider had taken appropriate action to ensure that staff understand their roles and responsibilities and comply with the setting's policies and procedures, particularly to keep children safe on outings.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the organisation of the morning routine to ensure that all children are supported in engaging in meaningful activities on their arrival at the setting
- provide more opportunities for children to explore nature and deepen their

knowledge of the natural world.

Setting details

Unique reference number	2739193
Local authority	Croydon
Inspection number	10355609
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	1 to 4
Total number of places	62
Number of children on roll	63
Name of registered person	CW King Fishers Day Nurseries Limited
Registered person unique reference number	2739195
Telephone number	0208 4051542
Date of previous inspection	Not applicable

Information about this early years setting

CW King Fishers Day Nurseries Limited registered in 2023 and is located in Coulsdon, Surrey. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery receives funding to provide early education for children aged two, three and four years. There are 15 staff who work with the children. Of these, 10 have relevant qualifications from level 2 to level 5.

Information about this inspection

Inspectors

Laura Brewer

Laura Brewer

Inspection activities

- The inspection started on 10 September 2024. The inspector returned on 18 October 2024 to gather additional evidence in line with 'Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy'.
- The deputy manager and the inspector completed a learning walk and discussed how the nursery organises its early years provision, including the aims and rationale for its curriculum.
- The inspector observed teaching practices, indoors and outdoors, and considered the impact these were having on children's learning.
- Children spoke to the inspector about what they enjoy doing while they are at the nursery.
- The inspector held discussions with members of the leadership and management team and staff, and gained feedback from parents.
- The deputy manager and the inspector carried out a joint observation of a group activity in the pre-school unit.
- The inspector sampled some of the setting's documentation, including attendance records and accident reports.

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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