

# Kingfisher Nursery

Kingfisher Nursey School, Holy Cross GM School, Wenlock Road, Shrewsbury, Shropshire, SY2 6LE

<b>Inspection date</b>	27/02/2014
Previous inspection date	06/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The nursery has a small, welcoming and committed staff team. Consequently, teaching is consistently good and they plan effective high- quality activities to engage children and encourage their good progress.
- Effective partnerships with parents, school and other agencies and providers help make a significant contribution to staff's success in meeting children's care, learning and development needs.
- Comprehensive safeguarding procedures and staff's secure knowledge of their responsibility to report any concerns ensure that children are effectively safeguarded.
- The effective and robust monitoring of care practices sufficiently ensures children's needs are always met.

### It is not yet outstanding because

- There is scope to further develop opportunities for children to manage their own personal needs, for example, by enabling children to prepare food themselves at snack time and prepare the table for lunch.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the outdoor and indoor areas.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation and other required documentation.
- The inspector spoke to children and staff during the inspection at appropriate times.
- The inspector took into account the views and comments of parents spoken to at the time of the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## Inspector

Lesley Bott

## Full report

### Information about the setting

Kingfisher Nursery was registered in 2001 on the Early Years Register. It is situated in a demountable building within the school grounds of Holy Cross School, near the centre of Shrewsbury. The nursery serves the local area and is accessible to all children. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday, term time only. Sessions are from 9.15am until 11.45am and 12.30pm until 3pm, including a lunch wrap around club. Children attend for a variety of sessions. There are currently 39 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- build on staff's existing supportive practice to help children develop their own personal skills during snack and mealtimes, by creating opportunities for them to prepare snacks and set the table.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are content, happy and enthusiastic learners, who enjoy their time at the nursery. As a result, children make excellent progress in their learning. Teaching highly motivates children to ensure that play opportunities are meaningful, varied and imaginative. Information gained from observations is used effectively to plan activities based on children's interests and ideas. Consequently, all children are working within or above their expected age range. Well-embedded observation, planning and assessment procedures are in place. Detailed information is obtained from parents when children join to ensure that baseline assessments record their progress given their varying starting points. Evaluation is rigorous as staff effectively record children's achievements in their learning journals, which parents receive termly to add their views and comments to. This helps parents to be included in their child's learning and promote their further development at home. Rich and imaginative displays of artwork and activities clearly show children's enjoyment and achievements during their time at the nursery. For example, drawings and paintings for Chinese New Year add to their knowledge of other cultures and festivals. This shows that effective teaching is having an impact on children's learning. Children with

special educational needs and/or disabilities are excellently supported. Staff are highly motivated to ensure that all children know and understand the daily routine and get the most out of all activities. For example, staff use Makaton and visual timetables to ensure children are able to communicate effectively. The nursery's special educational needs coordinator and staff work closely with parents and other professionals to plan for each child's individual needs. They take on board and work to address recommendations they have been given from external agencies and professionals. This helps to support all children to build on their progress and development.

High priority is given to fostering children's early language and literacy development with story time and a range of inspiring books. Children enjoy choosing books to take home as they increase and promote their new vocabulary and a love of words. Children enjoy phonic sessions as they begin to break down letters and sounds, in order to correctly identify which letter their name begins with. For example, children arrive at nursery and enthusiastically find their name badge to self-register, at lunchtime they look for their name on their lunch mat as they identify where to sit. Children are frequently challenged in their mathematical skills by staff using appropriate questions. For example, they learn about problem solving as they add and take away numbers, prompted by staff asking them to count numbers and take away. Through the experiences they are offered, children effectively gain the skills needed for their next stage in learning, including school.

Teaching is excellent as staff ensure that there is sufficient time and space for children to concentrate and complete activities. This allows children to explore their own interests and use their imagination exceedingly well. For example, children approach a staff member to make a card for 'mummy'. They confidently explain to staff telling them what type of card they want to make using resources from the craft and recyclable materials box. Later they go on to make flowers from straws and tissue, which are put into a pot to take home later that day to accompany their card. This shows that children are developing the characteristics of effective early learners as they choose their play and develop their own learning. Other children play in the water tray making independent choice about equipment, taking the turtle from the animal box, or using the jugs and containers to fill and empty different vessels. Children enjoy singing action songs and playing musical instruments or clapping their hands to rhymes and tempos. As a result, they learn to communicate in different ways while exercising their bodies.

### **The contribution of the early years provision to the well-being of children**

A comprehensive key person system is in place. As a result, children form secure emotional attachments with their key person. All staff are fully committed to ensuring that good attention is given to flexible and individual settling-in visits for children. Information from parents is recorded about their children's daily routines, special dietary requirements and parents' preferences. This helps to support children's emotional well-being.

Children learn to understand about their own safety, listening to staff about putting the equipment away to clear space before sitting down for circle time. Pictures and text on the boxes indicate to children where equipment goes. This daily routine and structure helps

children to move onto the next stage in their learning in readiness for school. Children's behaviour is good and they are encouraged by staff to use good manners as they are given clear boundaries. Staff remind them to say please and thank you at mealtimes and understand the rules for being together, such as turn taking and sharing resources. Children develop their self-care skills well. They are able to get their own coats and hats as they put these on before going outside to play. However, there is scope to build on how children manage their self-care skills further, by including them in preparing the food for snack time and helping to set the tables for lunchtime.

A high priority is given to inclusive practice, making sure that all children and their families are valued and respected. Effective working with other agencies ensures that children with special educational needs and/or disabilities are well supported. This ensures that all children are given the opportunity to achieve and reach their full potential. Healthy lifestyles are promoted effectively as children have the opportunity to be outside on a daily basis. They know how to stay healthy as they wash their hands at appropriate times during the day, such as before snack time and after messy play. Weekly yoga sessions help children increase their enjoyment of staying healthy and the awareness of moving their bodies.

### **The effectiveness of the leadership and management of the early years provision**

Staff ensure that children's safety and welfare is a priority in the nursery. Appropriate policies and procedures are in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff ensure children's safety and well-being at all times through the effective systems in place. For example, they are aware of the need to notify Ofsted of any significant changes to the childcare being offered. Children's safety is a priority as staff ensure they are well supervised at all times and entrances to the premises are secure. The premises are safe and suitable for purpose and staff are vigilant as they supervise children well. Staff are very knowledgeable about child protection issues and the majority have attended training in safeguarding. They are fully aware of how to follow the nursery procedures of what to do if they have concerns about any staff or children in their care. Thorough recruitment and induction processes help to ensure all staff are suitable to work with children. Robust risk assessments of all areas identify potential hazards to minimise risks to children. This ensures that the safeguarding and welfare requirements are effectively met.

Secure arrangements are in place to monitor and evaluate staff's practice. This ensures that children's progress is accurately tracked and any gaps in learning are addressed effectively. Comprehensive supervision and monitoring systems are in place to ensure that all staff are well supported and encouraged to attend training to further enrich their professional qualifications and practice. The manager regularly seeks opportunities to evaluate and enhance the provision for children through the self-evaluation processes, which includes the view of staff and parents. The manager is actively involved in the daily practice of the group, spending time observing and monitoring the quality of teaching. Staff reflect on their practice and appropriate changes are made as a result. They have a

clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a warm and welcoming environment.

Partnership with parents is strong. Information shared during collection times and at regular parents' evenings. Parental input is sought during discussions held at regular review meetings and this is acted upon appropriately. This supports the drive for improvement. For example, staff share information through regular newsletters, discussions with key staff, progress reports, meetings and sharing of children's assessment reports. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes. As a result, parents know what their child is doing at nursery and how they are progressing. Parents state that they are very happy with the nursery and the progress their children are making. The nursery has strong links with other professionals and local early years providers, in order to support children with special educational needs and/or disabilities. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	224124
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	951894
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Lisa Ann Mills
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	01743 248157

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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