



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**  
**Kingfisher House Day Nursery**  
**Airfield View**  
**Off Manor Lane**  
**Hawarden**  
**Flintshire**

**Date of inspection: February 2011**

**by**

**Mary Dyas**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## About the setting

Kingfisher House Day Nursery is an English medium setting situated on an industrial estate between Hawarden and Broughton in Flintshire, North Wales.

Children travel to the nursery from a wide area; many because their parents work in the industrial estate. The children who attend the nursery are considered to come from a mix of advantaged and disadvantaged backgrounds and all have English as their home language. None of the children speak Welsh at home and 4% of children currently attending the pre-school group have identified additional learning needs.

The setting is open from 8am to 6pm every weekday for 51 weeks a year and is registered for up to 75 children, 32 in the pre-school area. At the time of the inspection there were 24 children on the pre-school roll comprising 19 three year olds and 5 four year olds. Four of the three year olds are in receipt of funded education provision from the local authority.

The setting achieved re-accreditation with Investors in People in 2009 and the Wales Preschool Providers Alliance Quality Assured award in 2010. It was last inspected by the Care and Social Services Inspectorate in Wales in December 2010 with no requirements or recommendations and this is the first time it has been inspected by Estyn.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Excellent</b>

### Current performance

All children are happy and relaxed in the setting and achieve well

All children enjoy learning and are very well behaved

The setting provides a wide range of varied and interesting activities which motivates children to learn

Relationships between children and between children and staff are warm and caring

All teaching is good or better

### Prospects for improvement

The nursery is very well led by the proprietor and setting manager

In the pre-school group there is a strong and developing culture of self reflection, firmly based on rigorous self evaluation, led by the proprietor, setting manager and room leader and shared by all practitioners

Self evaluation is clear and focussed and there is evidence that this is bringing about sustained improvements

Foundation Phase methodology is at the heart of the pre-school provision and is having a clear impact on children's learning and progress

Ongoing professional development of all staff is well established and very effective

## Recommendations

Continue to improve standards in, and provision for, Welsh language development

Continue to develop links with the local community to enhance children's learning and experience

Continue to deliver high quality learning experiences for the children

### ***What happens next?***

The setting will draw up an action plan which shows how the setting is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

Most children achieve well and make good progress in relation to their starting points across all the Foundation Phase Areas of Learning. Most children demonstrate good levels of knowledge and understanding and cope well with challenging activities. Many are confident learners who are willing to learn from their mistakes, take risks and explore their surroundings. Nearly all children persevere well with the tasks set and during free choice activities.

Most children listen attentively and communicate appropriately. A few children use mature vocabulary and sentence structures to express themselves. Nearly all join in with songs and rhymes enthusiastically and all enjoy listening to stories and sharing books with adults. Many take opportunities to mark make in role play areas and most children are beginning to recognise their name when selecting their name card at snack time. Children develop their knowledge of technology through their use of a toy kettle and toaster in the home corner and when they programme an electronic toy to move and turn in different directions.

Most children use early mathematical skills effectively to count accurately up to five and describe shapes such as circles, triangles, squares and rectangles. Many use mathematical language and skills correctly in their play. They describe the position of

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objects accurately, for example using words such as 'behind', 'underneath' or 'on top of'.

Nearly all children show good levels of independence for their age and stage of development. Most children are keen to explore and experiment with a range of techniques and materials and many play imaginatively in role play areas.

Children's progress in Welsh is adequate. Most clearly understand the simple words and phrases used by adults in the setting and, with encouragement, most are able to repeat or to complete a spoken word.

**Wellbeing: Good**

Standards of wellbeing are good. Children are relaxed and happy in the setting and are eager to try new experiences. They are beginning to express opinions and to ask for particular resources. Almost all children interact positively with one another and with adults and behaviour is very good. Children are polite to each other and to adults. Most children take turns and share toys and objects. The majority are keen to talk about their experiences and are confident to ask for help from adults.

Many show an appropriate understanding for their age and stage of development of the importance of eating healthily. They enjoy 'snack-time' and lunch time, eating a wide range of fresh, healthy food prepared for them. Most children are aware of the need to wash their hands before eating or after using the toilet. At 'tidy up time' children gather around the room leader to be given 'jobs' which almost all carry out quickly and efficiently.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

Practitioners work very well together to plan a wide range of activities which stimulate, engage and challenge most children to learn effectively. Plans are based on ensuring coverage of the areas of learning using the Foundation Phase Development Profile and Skills Framework and on specific needs identified from observations of children's learning. This ensures that more able children are challenged in their learning experiences.

Practitioners know the children very well and respond appropriately to their varying needs, abilities and interests. Planning clearly addresses the needs and interests of the children and children have been involved making decisions about their learning; for example in selecting resources for their home corner to make their play more interesting. Overall learning experiences successfully enable children to develop communication, numeracy and ICT skills every day.

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Practitioners do not develop children's Welsh language skills well enough. Although they use Welsh for whole group activities such as registration or during singing and story sessions, incidental Welsh is not used regularly by all practitioners. Children are not always encouraged to use Welsh. Children celebrate and learn about Welsh festivals such as St. David's Day.

All children show a good understanding of the need for recycling. They wash and collect their individual plastic milk bottles after snack time and twice a week a group of children accompany one of the staff to the local supermarket to put the bottles in the recycling bins. Most children are able to explain what they do with the bottles and know that they are made into new bottles.

**Teaching: Good**

The quality of teaching is good. All practitioners are aware of the learning objectives for activities and have a secure understanding of Foundation Phase principles and practice.

They use a wide range of approaches to stimulate play and active learning experiences which interest and appeal to children of all abilities. Children respond particularly well to staff efforts to make learning fun.

Adults give children sufficient time to complete a task or to develop an idea and intervene appropriately and sensitively when needed. Teaching is most effective when practitioners use open-ended questions to challenge children's thinking. Practitioners provide children with helpful oral feedback as they learn. Children's progress and wellbeing are tracked across all areas of learning and this information is used effectively to plan the next steps in children's learning.

Daily observations are noted on sticky notes by all practitioners and then entered into children's personal profiles by their keyworkers. This information is effectively used to inform the local authority assessment documentation 'This is Me'. There is a daily verbal exchange of information with parents and carers during the handover at the beginning and end of sessions and the setting has recently introduced twice yearly parent's evenings.

**Care, support and guidance: Good**

The setting has good arrangements to ensure children's health and wellbeing and arrangements for the support of children with additional learning needs. Practitioners work closely with professionals such as the health visitor, Speech and Language team and LA special needs advisers. They make use of the Wales Pre-School Playgroup Association when appropriate.

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There are good transition arrangements for children joining or leaving the setting. Children and parents visit the setting before admission. Children and their parents or carers say they feel happy in the setting and are willing to ask for help and support. Children are kept safe by regular careful risk assessments.

The setting has an appropriate policy and has procedures for safeguarding. All practitioners receive relevant training from and understand their roles and responsibilities. Other policies are appropriately detailed and relevant. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

**Learning environment: Good**

The pre-school group has recently moved into newly adapted accommodation which was formerly the family home of the proprietor. This provides a bright and welcoming environment for all children. The nursery is an inclusive community and respects and celebrates diversity. However, the structure of the building means that the pre-school group would not be accessible to children with physical difficulties in climbing stairs.

There is a good range of appropriate and good quality resources available to support the planned learning experiences and children have daily access to a good sized outdoor area which, while currently adequate, has been identified by the setting managers as in need of further development.

Staff in the pre-school group are well trained and demonstrate appropriate knowledge and understanding of the Foundation Phase curriculum. The room leader is keen to keep up to date with recent developments and to ensure that she and her team have opportunities to continue to develop their skills and expertise.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Excellent**

The setting is strongly led by the proprietor and setting manager. Each room has a dedicated leader and there are regular, minuted meetings for senior staff. The pre-school room leader has recently joined the staff team and is very enthusiastic and determined to further develop the good provision. Clear targets are set, addressed and reviewed. The setting responds positively to national and local priorities; for example the development of the outdoors and the recent provision of new accommodation to ensure full delivery of the foundation Phase.

The nursery is a happy and friendly place where staff work well together and are proud of the good reputations and high esteem in which they are held by parents of children who attend. There is a strong and well established culture of self reflection



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and self improvement in the setting which is driven by the proprietor and sustained by her senior staff.

All staff work well together with shared goals for the development of the setting and to provide the best possible care and education for the children. Staff are encouraged to take responsibility and to show initiative. Staff express their appreciation of the support and encouragement given by senior managers and of the effective 'open door' policy that exists. Senior managers have a very good understanding and knowledge of their staff as individuals and support them in developing their strengths. Good appraisal systems are in place.

**Improving quality: Good**

Practitioners reflect together daily on their practice and know their setting well. They recognise strengths and areas for development and take action to maintain good practice and initiate changes.

The setting's self-evaluation report is a useful document, using the model provided by the local authority, and clearly identifies areas for further development with costings and timescales. Targets for improvement are reviewed and further areas for improvement identified. There is good evidence that these are being positively addressed; for example in the development of the use of Welsh in the setting.

The setting has made good use of Foundation Phase training and reviews carried out by local authority advisers to improve curriculum planning, assessment, organisation and Welsh language development.

**Partnership working: Good**

The setting has a good relationship with the parents of the children in their care and results from the parents' questionnaires show that parents are very satisfied with the care and the learning experiences provided for their children although a minority report that they do not understand the procedure for dealing with complaints. Practitioners speak to parents every day about what their child has been doing and celebrate success.

Good links exist with the local primary schools to which most children move on. The nursery is able to provide transport for those children who attend nursery classes and this supports their transition to mainstream school.

The setting enjoys a very positive relationship with the Early Entitlement link teacher from the local authority who provides support and advice. There is clear evidence that this advice has been acted on to improve provision for the children.

The proprietor is very involved with the local National Day Nurseries Association and regularly visits other similar settings in the area. The setting has close links with the Wales Pre-school Providers Association and has recently gained its Quality Assurance award.

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**Resource management: Good**

The setting has a good range of up-to-date resources which contribute effectively to children's learning. Staff are deployed efficiently and make a significant contribution to the progress made by all children. The proprietor manages the budget and ensures that financial decisions are evaluated in terms of their impact on children's standards of achievement, progress and wellbeing. The setting provides good value for money

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Ten replies were received to the parent questionnaire. Most were very supportive and felt that their child is happy in the setting. A minority of parents indicated that they were unsure of the setting's procedure for dealing with complaints and also that they were not confident that their child is well prepared for the next setting.

#### Responses to discussions with children

Most children were confident when talking to a visitor. They spoke clearly and indicated that they liked coming to the nursery and enjoyed their activities. They felt that they had many friends and knew what to do if they were unhappy or needed help.

## Appendix 2

### The reporting inspector

Mary Dyas	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.