



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Kingfisher House Day Nursery

**Airfield View
off Manor Lane
Hawarden
Flintshire
CH5 3QZ**

Date of inspection: March 2024

by

Care Inspectorate Wales (CIW)

and

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

About Kingfisher House Day Nursery

Name of setting	Kingfisher House Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Rita Morgan
Responsible individual (if applicable)	N/A
Person in charge	Nicola Williams
Number of places	75
Age range of children	3 months to five years
Number of 3 and 4 year old children	19
Number of children who receive funding for early education	12
Opening days / times	Monday to Friday 8am – 6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	13 October 2022 (Focussed) 29 July 2022 (Full)
Date of previous Estyn inspection	June 2016
Dates of this inspection visit(s)	19/03/2024
Several children who attend the setting have English as an Additional Language (EAL).	

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Continue to develop the outdoor area to provide children with more opportunities to develop their problem-solving skills
- R2 Improve practitioners use of Welsh language across the setting to develop children's learning further
- R3 Ensure effective systems are in place to revise and update key documents

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children have a strong voice. They confidently make choices and decisions about what affects them. For example, they make appropriate decisions around the activities and resources they wish to play with. Nearly all children express themselves well through verbal and non-verbal communication, as they know practitioners will listen and respond positively to them.

All children arrive happily at the setting and are eager to start playing. They settle quickly and cope well when leaving parents and carers. Children have warm, close relationships with practitioners and receive support and comfort if needed, which helps them to feel safe and valued at the setting. Children are confident and proudly share achievements with practitioners. For example, when starting toilet training.

Nearly all children are aware of the settings routines and follow them well. They make purposeful choices about where they wish to play and move confidently between activities. They interact and play well alongside others appropriate for their stage of development. For example, a few children work together effectively to take turns in sharing an electronic toy.

Nearly all children are active and engaged in their play and learning. They show purpose and curiosity as they take part in activities. For example, they explore puddles, jumping and splashing in them during outside play enthusiastically. Most

children show interest and enjoyment in group activities, such as circle time where they sing songs and play with puppets. Nearly all children listen and follow instructions well. They have confidence to seek help when they need it. For example, when requesting help to remove a doll from a highchair.

Nearly all children develop their independence and self-help skills well. Children help to tidy up, wash their hands, and take responsibility for their own belongings. Older children take off their own shoes and hang up their coats after play. Nearly all children feed themselves at lunch time, using cutlery competently and freely access their own drinks.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Nearly all children including those with English as an additional language make good progress from their individual starting points. They enjoy their learning and achieve well in their activities. Most children's communication skills are good. They use appropriate language in spontaneous and structured play. For example, describing the food they make when playing in the home corner. Many children express themselves with confidence and a few use rich vocabulary to describe what they have seen. For example, a few children discuss in detail the spider's web they found when playing in the garden.

Nearly all children show an interest in books and enjoy listening to stories read to them by practitioners. A minority of children access books independently turning pages in sequence and 'reading' the story aloud. Most children listen well and follow instructions carefully. For example, when they tidy up the setting or collecting their coats for outdoor play.

Most children enjoy mark making and are developing early writing skills appropriately. They attempt to write their name on the pictures they produce and discuss what they have written on their cards they have made for family members. Many children's Welsh language skills are beginning to develop appropriately. For example, they begin to join in and repeat familiar words and phrases of the story of 'Ticw' the Welsh bear when read to them. However, children do not have regular opportunities to join in Welsh songs, rhymes, or follow instructions throughout the session. As a result, they do not develop their Welsh language skills well enough.

Many children's physical skills are developing well. Children pedal bikes and push prams and buggies around obstacles successfully. They balance on wooden beams and climb over a frame using hand and foot grips for support. They develop their coordination through activities such as transferring soil between large containers in the outside mud kitchen with increasing accuracy and control. Many children develop good fine motor skills and make confident choices about the resources they use. For example, they manipulate playdough to make models, using pipe cleaners and stick-on eyes to decorate the creatures they create.

Many children develop a worthwhile range of numeracy skills and use them in their play successfully. For example, when playing with dough they accurately count the number of legs on their creatures. A few children begin to use weighing scales to weigh items independently.

Many children are developing their creative skills well. They have valuable opportunities to express themselves through craft, music, and movement. They make collage pictures from craft materials and dance along to music during dance sessions. Nearly all children develop their independent personal skills well. They are beginning to put on and fasten their coats and help themselves to a drink. Nearly all children develop effective social and emotional skills and co-operate well with each other in their play.

Care and development: Good

Leaders and practitioners have a good understanding of how to protect children and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Leaders and practitioners work well together to keep children safe and healthy. They mostly follow the setting's procedures in relation to hygiene, health, and safety. The setting has appropriate policies in place, although only a few key policies have undergone recent review. All policies need regular review and an effective system in place to ensure this is maintained in the future.

Practitioners supervise children well and complete all relevant records in relation to accidents, incidents, existing injuries, and medication appropriately, which are countersigned by leaders. Leaders undertake regular fire evacuation drills which means practitioners and children know what to do in an emergency. Practitioners provide healthy snacks and meals for children, along with milk or water to drink. Leaders have established effective systems to support children who have allergies and dietary needs. Nappy changing procedures are mostly followed effectively. Overall, there are good hygiene measures in place.

Practitioners are kind, caring, supportive, and interact with children in a warm and gentle manner. This creates a positive, happy, calm, and engaging atmosphere at the setting. A key worker system is in place which ensures that practitioners know the children and their families well. As a result, children feel safe and happy. The setting has an effective behaviour management policy in place and practitioners give praise for good behaviour and remind children of the rules of the setting well. Practitioners use songs and actions as distraction techniques during transition times effectively. For example, when finishing lunch and getting ready to move onto the next activity. Practitioners sit with children during mealtimes which promotes an engaging and interactive social time. Practitioners engage with children and extend their play successfully. For example, during small world play, they talk about farm animals and support young children's understanding of animals, developing into an engaging song of "*old Mac Donald*". Practitioners share books with children, who engage with interest, asking questions, and discuss stories purposefully, developing children's love for reading. Minimal Welsh was being used by practitioners and children at the setting.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners have a good understanding of child development. They provide a worthwhile range of activities that promote all children's all-round development, including those with ALN. This ensures children develop their skills successfully over

time. Planning takes good account of the principles of the Curriculum for Wales, and practitioners are beginning to develop activities based on children's interests. For example, they provide beneficial opportunities for children to explore the properties of magnets following an interest in playing with magnetic construction toys.

The setting's systems for recording, monitoring, and reporting on children's progress are effective and practitioners plan learning experiences based on children's previous learning well. Detailed observations and records are kept on children's progress and individual targets are identified, implemented, and monitored effectively. The setting engages with parents and carers to gain a perspective of each child's strengths and areas for development.

Practitioners know when to intervene in children's activities, and when to stand back and observe. They have high expectations of all children's behaviour and as a result they learn how to relate positively to others and take responsibility for their actions. Practitioners are effective language role models. They use questions well, to challenge and support children in their learning as they play. Practitioners provide beneficial activities and resources for children to develop their mark making and early writing skills in the well-equipped areas of provision.

Practitioners value the children's creative process and not the end product. They encourage children to explore in the outdoor area and develop a sense of awe and wonder. For example, by encouraging them to observe the spider's making webs. They provide an appropriate range of resources such as digital cameras, remote control cars and programmable toys to develop children's digital skills suitably. Practitioners develop the children's counting skills and help them recognise colour and shape, for example when playing with the magnetic puzzles to create 3D shapes. However, many tasks to develop mathematical skills are adult led and opportunities for children to develop collaborative problem-solving skills are limited.

Provision for spiritual, moral, social, and cultural development is effective. Children learn about a range of celebrations, that include those from their own religions and cultures. Children competently use mark making equipment to colour and decorate pictures which reflect Ramadan celebrations and are widely displayed across the setting. Practitioners foster values such as honesty, fairness, and respect and promote principles that help children to distinguish right from wrong.

Environment: Good

Overall, leaders ensure the indoor and outdoor environments are suitably safe, secure, and well maintained. They complete a variety of written risk assessments. However, these are not reviewed regularly enough and as a result could impact on how current and effective, they are. Leaders ensure they complete required safety checks and daily environment checks well. They follow procedures in relation to visitors effectively. The premises are clean and well maintained. They ensure hygiene procedures are complete, such as sanitising tables prior to meals. Appropriate protective clothing is worn, as and when needed. For example, when handling food and during nappy changing. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to ensure children's privacy and dignity.

The environment is light, bright and welcoming. Leaders provide a range of opportunities for children to play and learn in both indoor and outdoor areas. The base rooms for each age group have their own drop off and collection point, with an outside overhead canopy, which provides a covered area for effective handovers between carers and practitioners.

The setting has suitable areas which allow children to rest and sleep undisturbed. Leaders have developed zones of play throughout the setting which offer children the opportunity to play imaginatively, physically, and creatively. The resources within the setting are displayed at low level and furniture is appropriately sized. Leaders and practitioners are developing resources to reflect the natural environment and real-life objects, to develop children's natural curiosity and encourage them to engage in play purposefully.

The setting has recently improved its outdoor environments to provide children with an appropriate range of experiences to develop their skills. For example, the addition of overhead covers over the sand pit and mud kitchen now ensures that children can access the provision in all weathers. There are still areas to develop. For example, providing children the opportunity to access equipment independently allowing for self-led play and problem solving.

Leaders provide designated areas for children to store their personal items. Displays that show children's work, families and achievements supports children's sense of belonging and promotes their self-esteem successfully. Leaders use play and learning materials to promote children's cultural awareness effectively. They visit local areas of interest within the community, such as the local park, farm shop and care home.

Leadership and management: Good

There is a strong positive ethos among leaders and practitioners, and all are committed to the aims of the setting. Leaders ensure there is a clear statement of purpose that informs parents about the setting's work and what it has to offer. Practitioners have a strong sense of purpose and understand their roles and responsibilities well. Leaders are effective in their roles and have created an inclusive and welcoming environment which ensures that children are nurtured and cared for well. They comply with regulations and national minimum standards.

Leaders have a good awareness of the setting's strengths and areas for development. Leaders take good account of the views of practitioners, parents or carers, children, and other stakeholders in their decisions. Practitioners understand the key improvement priorities of the setting. Leaders carry out staff appraisals and regular supervisions, which clearly identify targets for professional learning which secure improvements in provision.

The setting has suitable contingency plans for staffing. Recent employments and promotions have enhanced the quality of learning and teaching. The current practitioners have relevant, appropriate qualifications and experience of working with young children. All staff show a commitment to continuing professional development and attend regular training, such as Curriculum for Wales and additional learning needs which has brought positive changes to the settings environment. The recent

support given to the setting to develop practitioners Welsh Language skills is in the early stages of development and is too early to see the impact of this input. The setting acts on advice from the local authority and leaders make effective use of available grants. For example, purchasing storage for the outside area and overhead covers, allowing children to access outdoors in all weather conditions.

Leaders make good use of the close links that they have developed with a local care home. Children make weekly visits and participate in intergenerational activities which have had a positive impact on their social and emotional skills. The setting has effective links with children's families and events such as 'stay and play' activities are greatly welcomed by parents. As a result, parents are well informed, feel included and part of the setting. Parents are kept up to date using an interactive application and through regular meetings, which helps to keep them informed of their child's progress. Transition arrangements are in place, to support children who are moving on. Transition documents are shared with the children's next setting, although this has not been done in person, following Covid.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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