



Headstart Nursery (Deeping)

Inspection report for early years provision

Unique Reference Number	EY330442
Inspection date	14 November 2006
Inspector	Sandra Hornsby
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Registered person	Lincolnshire Childcare Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Headstart Nursery is one of four nurseries run by Lincolnshire Childcare Limited, it opened in 2006 and operates from a two-storey purpose built building, situated on an industrial estate in Market Deeping, near Peterborough. A maximum of 102 children may attend the nursery at any one time. The nursery is open daily from 07.30 to 18.00 throughout the year, closing only for bank holidays and for one week over the Christmas period. There is a fully enclosed outside play area at the rear of the nursery including a separate area for babies.

The nursery currently has 129 children aged under eight years on roll. Of these 23 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities, and can support children who speak English as an additional language.

The nursery employs 18 members of staff both full and part-time, most hold an appropriate child care qualification. The manager and deputy both have a level 3 qualification in Childcare and Education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean, warm and well ventilated environment, that is bright with open windows and doors which helps to promote children's physical health and well-being. To further protect their health staff have very good systems in place protecting children from cross infection and sickness. For example, policies and procedures make staff and parents aware of illness and incubation periods, and encourage parents to keep children at home if they are unwell. Children are well cared for if they are ill at nursery as staff inform parents immediately, so protecting other children in the nursery.

The staff have information about children's medical needs, they hold current first aid certificates, and have parental permission for emergency medical treatment. This ensures children are treated appropriately and according to parents' wishes. Good quality documents are also retained, such as accident book, medication book and allergy information, all contributing to keeping children healthy. Children have access to an environment that is clean, hygienically maintained and checked regularly by the management team. Most staff have food hygiene certificates which means the staff follow the correct procedure for the preparation and storage of food and snacks, further protecting children from tummy bugs and illness.

Children who have a hot meal supplied by the nursery are offered a balanced and varied menu, from salads to corned beef hash and pasta. All children have snacks supplied by the nursery and these promote children's understanding about healthy eating. The snacks are generally fresh fruit, which is available for children to help themselves, sit with their friends and make it a social occasion, which helps children to make decisions and make healthy choices. Children's independence is encouraged as they are able to choose when they have their snacks. This is monitored by staff who ensure all children have an opportunity for snacks during the day so not missing out on vital nutrition.

The staff working directly with the babies and young children have a very good understanding of the 'Birth to three matters' framework, and implement it regularly in their planning and practice. The staff are focused in the individual children's needs, supporting each child's development and routine. The babies are given opportunities to make choices and decisions throughout their day, by deciding what to play with, what to hold and what to eat. The babies routines of nappy changing, feeding and sleep can vary, and staff are aware of the flexibility needed when caring for such young children. The children are making healthy attachments to the staff as a keyworker system for continuity of care is promoted. Staff smile at young children, offer warmth, eye contact and cuddles. This helps young children feel comforted, secure and safe, promoting their emotional well-being. Children enjoy the social and sensory experience at meal times where they use a spoon or hands. They are promoting hand eye co-ordination and having their first experiences of making firm decisions about what they want to eat being

encouraged by the staff. Some children make the decision that they have had enough, they push food away and staff respect this.

Children are offered very good outside and physical play opportunities. They benefit by being able to use the garden in all weathers, promoting their understanding about their bodies, when it is cold or hot, what clothing to wear to keep them warm, and when they need a drink. They have a very wide selection of physical play opportunities that promote all their areas of development. Children move around the garden using the large and small equipment confidently and with good imagination. Some children run around, getting exercise and promoting muscle tone and co-ordination. Children are focussed in their self-chosen tasks and play alongside their peers making up games, digging the garden, talking about the caterpillars on the vegetables and using the sit and ride toys. Children are able to steer and peddle articulately around the garden safely without bumping into each other so are developing a sense of space. Children have opportunities to use small equipment and tools, for example, gardening tools and scissors, developing hand eye co-ordination and small physical movements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and families are welcomed into the nursery by staff, who receive them in a friendly way. The children are safe and secure indoors and outdoors as there is a security system in place, and high fences in the garden area, to prevent unwanted visitors. A visitors books is available and all visitors are asked to sign in so staff can monitor the people in the nursery setting. The main hall welcomes children by its bright and colourful decoration. It has some of the children's work and posters in place. A collection of policies, procedures and information files are available in this area. All these practices help people feel welcomed into the setting. The environment is well organised into age group rooms with each room having its own toilet facilities helping children to develop independent personal hygiene tasks without the need of an adult. The rooms are well organised allowing children the freedom to access a variety of interesting and stimulating activities. The after school club room is designed to encourage children to relax and have fun. It is decorated with work and posters that children have done, helping them to get an identity, and have a sense of ownership and belonging. In the baby room children have familiar play areas, decorated with children's art and photographs, this helps the young children to feel secure.

The toys and equipment available to the children are age-appropriate, well maintained and suitable for the children who use them. Children are beginning to understand about their own safety, as the staff teach them how to keep themselves safe through play and games. They understand the boundaries and why they need to stay in the safe zone with the bikes in the garden. Staff are vigilant, and take precautions to promote children's safety, as they carry out daily risk assessments, some visual and some recorded, on the environment, toys, and activities.

The staff are able to protect the children as they have relevant training and knowledge about child protection. Policies and procedures are all up to date and have all the relevant information included. Staff know where documents are kept, and are aware of recording any concerns accurately. This procedure safeguards children from abuse and neglect, and outlines what should be done in the event of allegations of abuse or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a child-centred welcoming, interesting environment where children are able to spend time exploring and investigating their surroundings. The young children move about the baby unit with ease and confidence, they handle, mouth, touch and pull a range of colourful and interesting toys. The staff use the 'Birth to three matters' framework in their planning of the room, which benefits the children who have activities and play opportunities specifically planned around their young needs. The environment is arranged in a familiar way and photographs of the children are displayed around the room, helping them to feel comfortable and secure in the environment. This consequently helps children to settle, play and learn from the equipment presented to them.

Nursery Education

The quality of teaching and learning is good. Children are keen to take part in activities, are focused and concentrate well on self-chosen tasks. Staff understand children's emotional needs, they are sensitive and encourage them to play and work alongside their peers, be able to express how they feel and what they want. Consequently this helps children to make decisions, take a particular role in a game, and be confident to try new things. Children independently and confidently carry out their own personal tasks and help themselves to snacks and drinks when they want them. Children behave very well and are able to share, take turns, listen and talk to each other. Children have access to a selection of resources and fictional books which they enjoy and use daily. They are beginning to understand the various use of books as staff display books in the different learning areas reflecting the subject of the area. Children listen intently to stories with staff, they excitedly repeat familiar lines and enjoy the story. Other books are used to support recognition of letters and numbers. Children's spoken language is developing well, they use it to express how they feel and during their imaginative play, using experiences from their real life. Some children use terms associated with, for example a hairdressers such as rollers, hair dryer and cape. Children have lots of opportunities for mark-making and writing as they are able to practise writing in a number of everyday play situations. For example, children use a clipboard in the garage and appointment book in the hairdressers.

Children learn about numbers and counting through simple accessible games in the outside play area, for example, matching socks on a washing line and counting balls on a string. Children are surrounded in the nursery by numbers, patterns, shapes, and mathematical language. Children develop their understanding of mathematics through practical activities such as driving the numbered sit and ride toys to the numbered cones, singing number rhymes, and using books. Children have good opportunities to explore the garden using appropriate tools, handling and exploring natural objects and talking about the world around them. For example, children excitedly dig for worms, talk about caterpillars and see the holes in the vegetables they have eaten. Children are fascinated and enjoy the attention of staff to further explore and answer questions. Staff support children's curiosity about what is going on around the nursery and explain to the children using language and actions about the JCB digger that is digging next door.

Children have regular use of computers, and have access to games, calculators and remote toys developing their knowledge and understanding of communication technology. Children use the photograph albums showing pictures of themselves and their family giving them opportunities to talk about their own experiences and events in their lives, such as a wedding and birth of a sibling. Children use their own experiences to explore their imagination and role play with their peers. For example, two children packed a suitcase and their baby and went on holiday around the preschool room, talking excitedly about their trip. However, staff discourage the movement of resources between the learning areas. This prevents children developing and extending their creativity and imagination, and hinders them making true connections between imagination and real life.

The staff have good written plans and link them to the six areas of learning. They demonstrate a good knowledge of the Foundation Stage Curriculum and stepping stones and reflect this in their assessments and planning. Staff support all the children, and know at what stage children are. They offer all children good interaction, a stimulating interesting environment, open-ended questioning, and for more able children more difficult tasks. While supporting the younger children by, for example, sitting and demonstrating tasks with them. The children benefit as there is a keyworker system in place, therefore staff fully understand the children and support their learning effectively.

Helping children make a positive contribution

The provision is good.

Children are treated equally and fairly by the staff. Staff have lots of written information in place identifying the children's needs which has been completed by parents and staff. Some of the information is displayed in rooms and available, this means that, for example, children's dietary and medical requirements are met consistently protecting their welfare. Children benefit from a warm caring staff team who understand the children in their care. They encourage the children to participate in all activities, making toys and equipment available to all, and help them to learn and develop. Children see photographs of themselves around the room playing, and they have a photo album displaying photographs of their family, pets, and friends. They enjoy looking at these and sharing them with their peers, giving them a sense of belonging and a connection with their family. Children benefit from the range of activities and resources, for example, displays, books, home corner and role play equipment that help the children understand and accept peoples differences. Children enjoy exploring different festivals and celebrations.

Staff work closely with families and outside agencies in meeting the needs of children with learning difficulties and/or disabilities. There are systems in place that benefit children as some staff have attended courses and work with other specialists such as the special education needs co-ordinator to plan and provide the best care for children. Staff and parents liaise regularly to ensure continuity of care.

Spiritual, moral, social and cultural development is fostered. Children are well behaved, co-operative and listen to staff. They understand the rules within certain areas of their play, for example, using sit and ride toys in the coned area and the consequence if they do not respect these rules. Children benefit as the staff are good role models, treating them calmly

with respect and fairly. Children receive praise and encouragement which helps them to develop a sense of pride and positive self-esteem.

Partnership with parents and carers is good. Staff and parents exchange information, some verbal and some written, on a daily basis about how children have been during the day. This helps the child to receive continuity of care at nursery and at home. Suggestions parents make about the service are taken seriously and the manager and proprietors meet to discuss how they can improve their service and meet the parents' needs. Parents are given information about the Foundation Stage Curriculum, stepping stones and early learning goals through meetings, information sessions, newsletters and planning. Staff feedback during parents evenings about their children's development and progression through the stepping stones. Parents have access to their child's developmental book and they can discuss concerns about their children at any time. Children and parents benefit as the staff team work a key worker system, that allows parents to liaise with a regular member of staff.

Organisation

The organisation is good.

The nursery is well organised allowing the children to experiment and explore their surroundings both indoors and out. They benefit from having free access to a safe and stimulating environment where they can independently choose equipment, play alongside their peers or play alone. Children concentrate well and staff support the children's learning and development by taking the time to sit with children, support their questions and challenge their thinking. There is an effective recruitment procedure in place, which ensures that well qualified, experienced and motivated staff are employed.

Leadership and management are good. The children benefit from the commitment and enthusiasm of the management team, who support the staff in training and adopting new systems and practices. The managers and proprietors identify the strengths and weaknesses of the nursery and look at ways of developing the provision to enable them to provide better nursery education to the children. The manager regularly meets with the staff and monitors the planning, presentation, teaching and progress of the children to ensure that their educational needs are continuing to be met.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- encourage children to explore their environment and extend their creativity and imagination into different learning areas, enabling them to make connections between imagination and real life (this also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk