



Headstart Day Nursery

Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique Reference Number | 200617 |
| Inspection date | 23 January 2007 |
| Inspector | Lucy Showell |
| Setting Address | 1 Spencer Street, Leamington Spa, Warwickshire, CV31 3NE |
| Telephone number | 01926 882120 |
| E-mail | |
| Registered person | Brenda Massey |
| 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 satisfactory. 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 Day Nursery is a privately owned setting which opened in 1989. It operates from three separate rooms within a converted house in the centre of Leamington Spa in Warwickshire. A maximum of 20 children may attend the nursery at any one time. The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 07.30 until 18.00. All children have access to a safe and secure outdoor play area.

In the nursery, there are currently 18 children on roll. Of these, 13 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. They support a number of children who speak English as an additional language.

Headstart Day Nursery employs three staff who work directly with the children. Of these, two, including the manager hold appropriate early years qualifications. The setting receives support from a teacher mentor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted at the setting as staff understand and carry out effective health and hygiene procedures. Disposable aprons are worn and anti-bacterial spray and liquid soap used during nappy changing routines and the premises are appropriately maintained. Children are encouraged to understand and learn about the importance of personal hygiene through discussions and the daily activities. The older children are independent in their personal care and are encouraged by staff to wash their hands after toileting.

Children's care is fostered through the procedures in place with regard to sickness and medication. They are appropriately cared for when accidents occur because all staff are first aid trained. However, children's overall welfare is not fully promoted as written parental permission for the seeking of any necessary emergency medical advice or treatment has not been requested.

Children have their health and dietary needs met because individual requirements are recorded by parents on the registration forms and this information is used when preparing and serving meals. They are well-nourished as they enjoy meals such as fish cakes with salad and mashed potato followed by a selection of fresh fruit.

Children are making good progress in their physical development. Their fine motor skills are promoted as they enjoy plenty of opportunities for using tools and materials. They build with a range of construction, freely mark make on pads during role play, explore malleable materials such as play dough with rollers, cutters and hands and use a range of media to create pictures, models and collage. Children learn to move with pleasure and confidence and negotiate space they share with others as they dance around a maypole, skipping, clapping and jumping. They follow instructions and copy staff as they enjoy a range of action songs and rhymes and ring games. They show increased awareness of the effects exercise has on their bodies and the benefit to their good health as they talk about how this makes them hot and how they must stretch so they don't hurt their muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment. Some policies and procedures are implemented, however, risk assessments are limited and therefore do not identify hazards or ensure children's safety. Children are protected from harm through the staff's adequate knowledge of child protection issues and the procedures to follow if there are concerns regarding a child. The written policy is in the process of being updated and to improve the clarity of the procedures to be followed if an allegation is made against a member of staff or volunteer.

Children learn about their own and others safety as they receive gentle reminders during play and are supervised well. Children move around freely and safely and access the resources independently that are suitable for their age and developmental stage and comply with British Safety Standards.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop good confidence and positive self-esteem through receiving plenty of praise and encouragement for their efforts and achievements. Photographs and examples of the children's artwork and are used to decorate the room and provide children with a strong sense of belonging. Their play is promoted through good interaction with most staff and the free access to a variety of resources facilitates children's independence.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals and valuable experiences are planned with regard to the six areas of learning. Some staff observe the children well, making notes of real experiences which give an accurate snapshot of individual progress at that time. However, these are not used in planning to inform the next steps in each child's development and learning.

Children form good relationships with most staff through interaction such as playing games, asking questions and the staffs' enthusiastic responses to the children. They enjoy mainly free and child-led activities although at times are interrupted during play. This restricts children's time to become engrossed, work in depth and complete activities.

Resources are used effectively to extend ideas and themes. Children spend a good length of time at planned activities which offer new experiences and show an awareness of others and their needs as they share and take turns, playing trays of mud with small world pigs and acting out the story of 'The Three Pigs' using play dough moulded into appropriate shapes. They learn to respect people's differing needs, views, cultures and beliefs as they make books and talk about feelings and facial expressions while celebrating Diwali.

Children have good opportunities for mark making. For example, in the role play areas they use phones and clip boards with paper and pencil to write 'notes' and on the writing table they access a range of pens and pencils and a wide selection of paper. At circle time children listen to stories and songs with enjoyment as they sing together choosing instruments to accompany and respond excitedly to stories. Children say and use numbers in familiar contexts counting everyday objects and pointing out numerals to represent their age. During role play they describe and compare shape, position, size and quantity as they play 'The Three Bears' and work out which chair is whose and how much porridge is needed.

Children are able to find out about past and present events through discussion at circle time and whilst free drawing and writing. They draw and talk about what they did on the weekend and about 'tomorrow' as they plan ahead. They investigate using their senses appropriately and identify some features of living things, objects and events. Over the summer they made a

'garden centre' where they potted plants, watered them and watched them grow. They compared the height of the plants to themselves and how fast the plants have grown compared with their own 'slow' growth. Children use their imagination as they select appropriate resources and tools. They use various construction bricks and magnets to create a 'milk factory'. Their learning has been extended and supported by staff who add cows and farmers and ask where milk comes from?

Helping children make a positive contribution

The provision is satisfactory.

The quality of partnership with parents and carers is good. Children benefit through the positive relationships between parents and staff. Parents are invited into the nursery before their child starts to share information which is used to assess the children's starting place for new learning. Ongoing verbal and written communications, such as regular progress reports, are shared with parents and at the end of the year parents receive a portfolio including examples of their child's work and a record of their developmental progress.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's sense of belonging is promoted as they making choices and decisions about their play opportunities through free access and the open plan environment. Children show confidence at the setting and are familiar with the daily activities within the flexible routines. Most children have a basic understanding of acceptable behaviour. Generally, staff adopt a calm approach, offer clear explanations in a positive manner and use distraction techniques to diffuse situations. However, this is not consistent and therefore procedures are not fully in place to support children's understanding of acceptable behaviour.

Children's awareness and understanding of the diverse community is developing. They play with a range of resources which depict positive images, staff answer and ask questions appropriately and a display shows examples of children's work completed during a recent festival. All children are welcome at the setting. Over the previous years several children with learning difficulties and/or disabilities have attended the nursery. Their care is supported through effective policies and procedures which have worked well and intend to be continued with regard for other children in the future.

Children's continuity of care is adequately promoted through the general information which is shared with parents and implemented procedures such as individually arranged settling-in sessions. However, operational plans are not available for parents and the complaints procedures have not been updated in line with current guidance.

Organisation

The organisation is satisfactory.

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

Space is organised well to ensure children access a good range of suitable opportunities and experiences. Children's care, learning and play are supported by adequate staff deployment,

adult: child ratios and the effective 'free flow' environment. Generally, implemented procedures are not supported by the written policies which lack necessary detail and have not been updated with regard to current requirements.

The quality of the leadership and management of the nursery education is good. Systems are in place for the setting to monitor and evaluate the effectiveness of the provision for early education. They seek advice and support from a teacher mentor and assess their own strengths and weaknesses by obtaining opinions from parents. The setting is committed to continue to improve the education of its children by building on the indoor learning environment and extending to the outdoor facilities. Enabling children to access a wider range of challenging experiences and opportunities to express themselves outside.

Improvements since the last inspection

At the previous care and education inspections the setting received several recommendations and key issues.

With regard to promoting good health the setting were asked to improve the nappy changing facilities and to ensure permission for emergency medical treatment is in place for each child. The nappy changing facilities are in a suitable condition however, written parental permission to the seeking of any necessary emergency medical advice or treatment in the future has not been requested from all parents.

With regard to children's welfare the setting were asked to develop the child protection policy and to review the complaints procedure. Although this has been done, the legislation and contact details have been updated and their current policies do not reflect this.

Therefore, new recommendations have been given at this inspection which relate to those not completed since the last inspection.

The setting were also asked to ensure sufficient admission information is obtained with regard to diversity. The children attending are from a range of different origins and this is supported in the planned activities provided and through verbal and written information shared with parents.

With regard to the children's education and their care, learning and play the setting had many issues to address relating to the planning, general routines, activities and environment. Since the last inspections they have made considerable improvement in these areas. The children enjoy a good range of activities, within the free flow environment, which are planned with reference to the Foundation Stage curriculum guidance. The setting are in the process of adapting their planning to include elements of the 'Birth to three matters' framework and are seeking guidance from the teacher mentor to enable clarity in planning opportunities for all children at the setting.

Complaints since the last inspection

Since April 2004, one complaint has been recorded.

In July 2004 concerns were raised relating to Standard 2: Organisation concerning staffing ratios and Standard: 12 Partnership with parents and carers. At an unannounced investigation visit it was found that minimum staffing levels were not in place at all times and that the recording of attendance was not sufficiently detailed. Two actions were set relating to Standard 2 requiring the provider to ensure adequate staffing levels and to maintain a registration system of child and staff attendance. The provider re-organised the staff shifts to ensure adequate levels of staffing and amended their registration/attendance system. At a subsequent monitoring inspection the provider was found to be meeting the requirements of the National Standards and remains qualified for registration.

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 satisfactory. 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):

- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future
- develop risk assessments to ensure proper precautions are taken to reduce hazards
- update and develop policies and procedures with particular regard to child protection procedures, behaviour management and complaints procedure
- develop an operation plan, which is available for parents, to show how the provision is organised.

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):

- ensure children have time to become engrossed, work in depth and complete activities
- increase the use of individual observations and assessment in planning and to develop a clear understanding of possible next steps in each child's development and learning

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