



Claire's Flying Start Children's Nursery

Inspection report for early years provision

Unique Reference Number	EY341721
Inspection date	07 February 2007
Inspector	Mary Dingley
Setting Address	The Flying Start Nursery, Trinity Street, BARNSTAPLE, Devon, EX32 8HX
Telephone number	01271 323337
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Registered person	Claire Symons
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Claire's Flying Start Children's Nursery was registered in 2006. It is privately owned and operates from a converted house in the centre of Barnstaple. The nursery is open every weekday all year round. Sessions are from 08.30 to 18.00 hours. A maximum of 25 children may attend at any one time. There are currently 45 children on roll. Of these, 15 are in receipt of funding for nursery education. Children have access to a fully enclosed area for outdoor play. There are eight staff, including the manager, all of whom have appropriate child care qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about sound hygiene practices through planned every day routines. For example, they all know to wash their hands before food and after using the toilet. They are learning how to blow their noses, but are not prompted to wash their hands afterwards. Staff clean tables with anti-bacterial cleaner before children eat at them. Individual paper towels are available for children in the toilet area. This helps to reduce the risk of spreading infection. Staff's good practises of using disposable gloves and aprons when changing nappies helps to ensure the younger children are protected from the risk of cross-infection.

Older children are supported in administering their own medication such as, relief for asthma. This is good practise as it helps the children to become familiar with their own medical needs. However, medication consent forms are not always clearly completed, which results in staff not being fully informed of children's ongoing medication requirements.

Children are learning social skills through sitting together, sometimes with staff, at meal and snack times. Older children sit around tables in small groups and younger ones sit in high chairs at close proximity so they can interact with each other. All children enjoy healthy snacks such as, fresh fruit provided by the setting and parents provide the lunch time meal. Cold storage is available for perishable goods. Drinks are offered to children at routine times throughout the day. Children also ask for a drink when they want one and are supported by staff in helping themselves to these. This contributes to ensuring their fluid levels are maintained and helps them to take responsibility for their own needs.

Children enjoy frequent opportunities to play outside. They use equipment such as ride on toys, scooters, balls, skittles, hoops and balancing stilts. All this promotes their gross motor skills and hand and eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's risk of accidental injury is reduced through staff's sound knowledge of safety issues within the setting. Risk assessments are completed annually or if there is a change in circumstances. Daily visual checks are undertaken of the premises to ensure children enter into a safe environment. However, staff are not always vigilant enough in ensuring the front door remains locked, at all times. Consequently, on occasions, unexpected adults are able to gain access to the premises.

All children are able to safely visit the toilet on their own, if appropriate, thus helping to promote their independence. Equipment such as, step stools are available so they can easily reach the wash hand basins. The resources children use are in a good state of repair and appropriate for the age of child using them. This helps to promote their safety. Older children are learning to keep themselves safe as staff talk to them about issues such as the correct use of scissors and explain the dangers of sharp edges. Sleeping babies are checked regularly.

Children's welfare is promoted. Staff have a sound awareness of child protection issues and know what to do with any concerns they have.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children enter into a bright environment where they enjoy activities planned around the Birth to three matters framework. They enjoy interesting imaginative resources such as a café in the role play corner, with a menu displayed. The very young children have appropriate toys and equipment to aid their development in all areas. For example, there are bouncy chairs and padded circles to sit in, ensuring the babies can see, and are included in, what is happening around them. All children are happy and settled within the setting, enjoy continuity of care from consistent staff and benefit from warm and caring relationships.

Nursery Education

Teaching and learning are satisfactory. Staff working with the Foundation Stage children have varied levels of knowledge and experience around delivering the curriculum. Consequently there are occasions when more able children are not challenged or extended enough in their play and activities. For example, everyday events such as, snack time are not used to question and challenge children about calculation.

Children clearly enjoy their time at the setting and have developed some firm friendships. They play well together or independently and are aware of their boundaries, enjoying being given the responsibility of tidying up. Some children express their own needs and request a drink when they are thirsty. Children are growing in independence but this is not consistently promoted by all staff. For example, during snack times children's drinks are poured for them and the fruit is already prepared when it comes to the table. At lunch time their sandwiches are placed on a plate by staff. Resources such as scissors are not freely available for children to self-select in order to develop and extend their activities.

All children enjoy books and listening to group stories. Most recognise their own written name for the purposes of registration. Children talk to each other and staff, about their activities and what they are making, for example musical instruments. Children do not spontaneously use numbers in their play and there is limited use of positional or comparative language by staff or children. Assessments clearly show that children are making less progress in mathematical development.

Children learn about their local environment as they cover topics such as, 'Where we live'. Most children are aware of the days of the week and the weather. Although there is a computer, this is shared throughout the nursery. Consequently, children have limited access to this and other programmable toys. Children thoroughly enjoy imaginative play. They invent their own games and act out real life situations such as 'bed time' or 'school time'. Children improvise with most resources available and develop their own activities and situations with these. They have a sound knowledge of different musical instruments and enjoy the activity of 'junk modelling' to make some of these. They are learning about percussion instruments and enjoyed playing

these and listening to the sound. Most children are able to beat out a rhythm with their instruments.

Planning covers all areas of learning, throughout the week and is being developed to ensure it includes what children need in order to move them on to the next stage. Assessments are dated and show most children are making good progress through the stepping stones in most areas. However, as there are currently no initial base line assessments completed with parents at the beginning of the Foundation Stage, it is difficult to assess how much of this progress has been made at the setting.

Helping children make a positive contribution

The provision is satisfactory.

Children's awareness of diversity is satisfactorily promoted through the resources they have available to them. For example, there are books reflecting different cultures and 'small world' toys reflecting disability. A flow chart is on display, raising staff's awareness of the actions to take if they are concerned about a child's learning ability. Children are cared for according to their individual needs. For example, they eat at their own pace, rest and sleep when needed and their dietary requirements are recorded and made available to staff.

Children's behaviour is good. This is influenced by staff's calm approach and the appropriate strategies used in diverting children to other interests if conflicts begin to appear. Children enjoy praise and encouragement for their achievements. This helps them to feel valued and promotes their self esteem. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is satisfactory. The setting has introduced daily record sheets for parents and carers informing them of what their child has done during the day, what their sleep, feeding and nappy changing routines have been, as appropriate. Information gained from parents, on admission, helps to ensure appropriate care is given. Interesting and informative displays and photographs, relating to the Foundation Stage curriculum are on display. Parents also receive a prospectus detailing each area of learning and regular newsletters are provided. A good relationship exists between parents and the setting.

Organisation

The organisation is satisfactory.

Clear and well documented staff files are maintained. They contain information such as, qualifications, training undertaken and recruitment information. Staff's qualification certificates are on display. All mandatory records and training are maintained. For example, sufficient staff are trained in first aid. All policies and procedures are in place as required and readily available in the setting's operational plan, which is a useful working document for staff. All this helps to underpin the smooth running of the setting. Children are cared for by appropriately trained and experienced staff, which helps to ensure they enjoy an environment that promotes their welfare and learning.

Recruitment procedures are sufficient to ensure new staff are suitable to work with children. However, there is no robust system in place to determine and ensure staff's ongoing suitability. The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. Staff work well together being aware of their roles and responsibilities. Training for staff is fully supported. Appraisals are undertaken in order to monitor standards and improve practices. The new owner and manager are fully aware of the areas within the Foundation Stage curriculum that need improving and are taking steps together with the staff group to address these.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required 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.

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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):

- ensure medication consent forms are clearly completed
- ensure the premises are secure at all times when children are present
- devise and implement a robust system for establishing staff's ongoing suitability to work with children.

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 more able children are sufficiently challenged and use everyday routines to develop all children's use of mathematical language and understanding of calculation
- raise all staff's awareness of the Foundation Stage curriculum
- establish a system and use it with parents, to record children's level of achievement at the start of the Foundation Stage.

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