



## A Flying Start Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY338413
<b>Inspection date</b>	21 February 2007
<b>Inspector</b>	Sheena Osborne
<b>Setting Address</b>	Kings Ripton Lodge, Kings Ripton, Huntingdon, Cambridgeshire, PE28 2NH
<b>Telephone number</b>	01487 773 162
<b>E-mail</b>	
<b>Registered person</b>	Tina Patricia Gould
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

A Flying Start Nursery is privately owned and opened under its current ownership in August 2006. It operates from three rooms in a purpose built building. It is situated in Kings Ripton a village on the outskirts of Huntingdon, Cambridgeshire. All children have access to a secure, enclosed outdoor play area.

The nursery is open each weekday from 08:30 to 17:30 for 51 weeks of the year.

There are currently 30 children from one year to five years old on roll. This includes 13 children in receipt of funding for early education. Children attend for a variety of sessions. The nursery has appropriate support systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs five staff. All of these, and the new owner, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm and clean environment. They stay healthy because they learn the value of good hygiene practices from consistent routines. With support and sensitive guidance from the staff the children become independent in these self-care practices and learn that hand washing after visiting the toilet or before eating is important to keep germs away. Staff provide good role models by washing their hands and ensure tables are cleaned after activities in preparation for snack time. Staff have a sound knowledge of first aid and all of the required documentation which helps to support the children's health and well-being is used effectively, for example, parental permission to seek emergency medical advice and permission to administer medication.

Children develop an understanding of the benefits of exercise as part of healthy living and have the opportunity to access outdoor activities daily. Older children learn about spatial awareness and road safety. They develop control of their bodies whilst they enjoy role play and physical activities. For example, children negotiate space well when using bikes and cars as they ride around the road way which they have helped to create. Stopping at the stop signs allowing the pedestrians to cross in safety.

Staff work with parents and appropriate records are kept, ensuring that they are aware of the children's individual dietary needs. Children understand the importance of taking regular drinks as a way to maintain their health. Children eat their snacks and meals seated at tables in small groups, enjoying social conversation and developing their good manners. They enjoy a varied range of healthy snacks which the nursery provides and the packed lunches that their parents provide for them.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. All areas are clean and well maintained. The staff have a good understanding of the groups safety procedures and policies which they implement effectively to reduce the risks to children from any potential hazards. For example, they monitor access to the premises and keep a record of all visitors. The group's risk assessment procedures are effective and they are developing this by formalising their daily checks to ensure that all staff are aware of the process to enhance children's safety further.

Children use stimulating and safe equipment which is appropriate to their age and stage of development. This is stored in accessible shelving or containers. This enables the children to move around with ease, independently selecting toys, activities and equipment which support their individual interests. Staff explain dangers to children so that they understand and learn

to keep themselves and others safe, for example, why it is unsafe to run inside. Children and staff practise the fire drill frequently so that they are confident about the procedure. This helps to protect them in an emergency.

Children's welfare is further promoted due to the staff's good knowledge and understanding of the provision's child protection policy. There is an identified person to take the lead in this area and training is updated regularly.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and settled in all areas of the nursery because they have developed positive relationships with their peers and with adults. Younger children mix regularly with older children so they develop relationships and have an opportunity to greet siblings in other areas. However there are time when whole group activities do not meet the needs of all the children. For example, storytime after lunch extends well beyond the younger children's ability to listen and concentrate. They become restless and uninterested.

Staff have a basic knowledge of the 'Birth to three matters' framework and are currently developing planning to incorporate this framework. Babies and toddlers are provided with a satisfactory range of toys and activities such as messy play, role play and puzzles and benefit from having the opportunity to explore and investigate these freely. They enjoy sensory experiences, such as exploring texture and listening to music. Younger children develop their independence as they learn responsible tasks, such as tidying away ready for meal times.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff working with funded children are qualified or working towards a recognised qualification. Although staff are currently taking part in training on the Foundation Stage, they have a sound working knowledge of the curriculum. Staff have taken steps to develop planning so that it covers the six areas of learning. However, short term plans have not been sufficiently developed to show how activities can be adapted for differing abilities. Assessments show how children are making satisfactory progress towards the early learning goals. These records are not effectively used when planning for the next step in children's learning and do not yet fully take account of parental contributions. This means that practitioners have an incomplete picture of some children's attainments. Consequently some of the activities do not meet the learning needs of all children.

Children's independence skills are developing and they competently tend to their personal needs, such as putting on their coats or pouring drinks for themselves. Children are confident communicators, initiating conversations with adults and speaking to a familiar audience. Although writing materials are readily accessible and some children are beginning to form recognisable letters staff do not always take up the opportunity to encourage children to try writing or mark-making or to learn about linking sounds to letters.

Children are offered a variety of key activities in mathematics. They use mathematical language to describe shape and size in their play as they talk about who is the tallest. A 'hands on' maths

area is set out for children to explore numbers, look at shapes and to measure. However, there are fewer opportunities for children to demonstrate an understanding of numbers and counting in practical activities during the daily routine.

Children build and construct using a range of objects and tools. They explore texture using a variety of materials in their play such as sand, water, stones, shells and fur cones. Children's creative skills are promoted through activities such as painting, music, role play and art. Children observe what happens as they mix colours together whilst they hand print. They are gaining an awareness and understanding of technology through the use of the computer and equipment such as calculators and play kettles in role play.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are beginning to learn about diversity and the wider world with a range of planned activities and resources such as books, posters and role play equipment. Children are encouraged to work together and support each other. This helps them to develop their understanding of differences and similarities and to become aware of the needs of others. Children are well-behaved in all areas of the nursery, they have warm and affectionate relationships with staff and each other and play together harmoniously. Staff have suitable strategies in place to help children understand the rules for good behaviour so they know what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children benefit from the good relationships and informal contact between their parents and staff. Children's individual needs are met as the nursery collects information from parents that enables them to provide appropriate care and attention. Routines for younger children are based around their home routines so they sleep or feed according to their individual needs. All parents know their child's key worker and share information with them about their children's needs. Parents receive a range of information about the day-to-day organisation of the nursery and basic information about the Foundation Stage. Teaching plans are displayed for them to view. Currently there are few opportunities for parents to contribute to their children's assessment records or share what they know about their child's learning, particularly when they start. This means that staff do not have a complete picture of children's abilities.

### **Organisation**

The organisation is satisfactory.

Children are happy and content as staff in all areas of the nursery have developed warm and caring relationships with them. The registered person has effective recruitment procedures, which ensure that the staff have suitable experience to work with children. Staff's professional development needs are informally managed as there is no identified appraisal system in place. However the staff team are committed to ongoing training, to keep them up-to-date with current practice. Overall, children's needs are met.

All of the required records are in place and used effectively. This contributes to the children's health, safety and well-being. The legally required policies and procedures are in place and are currently being updated to reflect the nursery's practice.

Leadership and management is satisfactory. The provider is committed to further improvements and has identified some of the training needs of the staff. Regular staff meetings ensure that all staff work consistently well together as a team, and that all staff are clear about their role. This is helping to promote positive outcomes for children. The newly established staff team is supported by the provider and is developing necessary skills to improve the quality of children's experiences in the pre-school rooms.

### **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.

## **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 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):

- continue to develop staff knowledge and understanding of the 'Birth to three matters' framework to enhance planning and improve outcomes for children
- ensure that the needs of all children are met in whole group situations
- develop a system for staff appraisal.

#### **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):

- develop opportunities for parents to be involved in their children's learning, progress and any identified next steps for learning
- increase opportunities for children to develop their writing skills, learn about linking sounds to letters and problem solving within their daily routine
- develop planning and assessment to show how activities can be adapted for differing abilities and how children's individual next steps inform future planning.

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](http://www.ofsted.gov.uk)