

Flying Start Nursery Chain

Inspection report for early years provision

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| Unique Reference Number | EY344676 |
| Inspection date | 24 May 2007 |
| Inspector | Brenda Joan Flewitt |
| Setting Address | Flying Start Nursery, 35 Bell Street, SHAFTESBURY, Dorset, SP7 8AE |
| Telephone number | 01747 852666 |
| E-mail | |
| Registered person | Elestar Services Limited Trading as Flying Start |
| 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?

Flying Start Nursery is situated in the town of Shaftsbury, Dorset and is one of two nurseries owned by the Flying Start Chain. It was re-registered under new ownership in 2006. The nursery operates from a detached building, converted to provide separate rooms for the different age groups. The nursery is open each weekday from 08.00 until 18.00 all year round, with the exception of public holidays and Christmas. Children attend for a variety of sessions, either full or part-time. The nursery offers a holiday club for children up to the age of eight years during school holidays.

A maximum of 62 children may attend the setting at any one time. There are currently 70 children on roll. Of these, 43 receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs a team of 14 staff to work with the children. Of these, eight hold relevant early years qualifications, and six are working towards a qualification. The nursery has received an Investors in People Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted in most areas. They learn good procedures for their own personal hygiene through routine and discussion. From an early age, children get to know that they must have clean hands before handling food and after using the toilet. They understand that this is to 'wash away germs which make them sick'. Children are protected from the spread of infection through staff procedures, which includes wearing protective gloves and aprons when preparing food or changing nappies. There is a clear sickness policy that ensures that parents know that children must not attend if they have an infectious illness. However, on occasions, music activities do not fully promote children's health, as children play recorders, passing them from one to another. Children's accidents and medication is well managed. Most staff are trained in first aid. The required records are completed accurately and monitored to identify any patterns forming.

Children enjoy a healthy lifestyle. They take part in daily activities where they have opportunities for fresh air and exercise. All groups of children take turns to use the outside area which provides paving and decking. Children use large equipment to develop muscle skills such as toddler slides, balancing blocks and wheeled vehicles. Older children skilfully manoeuvre tricycles around obstacles and people. A favourite activity with all children appears to be 'painting' the walls, floor or playhouse using water and large brushes. Children can have a drink whenever they feel thirsty because the resources are made readily available to them. They learn to make healthy choices at snack time from a selection of fruit with milk and water. They know about foods which are good for them through discussion and planned activities. A child states that milk makes strong bones and another knows it contains calcium.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is managed very well. Staff are vigilant about security so that children are protected from uninvited visitors and cannot leave the building unsupervised, or with any unauthorised person. There is a dedicated health and safety officer who carries out on-going risk assessments to ensure that hazards are identified and minimised, both inside and outside. The effective organisation of the space available means that children move around freely and in safety. Children are encouraged to be aware of their own safety as they choose activities and during their play. For example, they know that if the 'slippery' sign is displayed as they go outside to play, they must be more careful.

There is a range of equipment available to keep children safe while eating and sleeping. This includes high chairs with harnesses and high sided cots for the youngest children. Staff ensure that babies are safe while sleeping through frequent physical checks which are recorded. Children use play provision which is well organised and kept in good condition.

Children learn what is expected if they must leave the building in an emergency as they are involved in regular fire drills. Staff are clear about their roles and responsibilities and the evacuation is evaluated to identify any issues. This all contributes towards children's safety in a real situation. Children are kept safe on outings through staffs' routine procedures which include an increase in adult-to-child ratio and making sure that first aid resources, a phone and contact numbers are readily available. Children are made aware of safety issues within the

community including the danger of talking to people they don't know and how to cross roads safely. This is enhanced by visitors into the nursery such as police and school crossing patrol officers

Staff have a clear understanding of safeguarding children. They update their knowledge through regular training. They know how to recognise signs and symptoms of abuse and the procedures to follow with concerns. Existing injuries and incidents are recorded as routine. This all helps to protect children from harm and promote their welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure. They enjoy their time at the nursery and make very good relationships with staff and each other. Children are cared for by enthusiastic staff who are interested in them as individuals and understand how children learn through play. They create an environment where children are encouraged to be aware of their own feelings and to respect others. From an early age, children are confident to make their needs known as they can be sure of a friendly response. Throughout the nursery, children of all ages take part in a good balance of adult-led and self-chosen activities. Staff use the Birth to three matters framework effectively to plan and assess younger children's progress. During school holidays, children enjoy a relaxed routine involving many outside activities linked to various themes.

Babies and toddlers are cared for by a consistent team of staff who respond well to their needs. All children use their senses to explore a wide variety of objects and materials. For example, babies delight in seeing objects light up in a darkened room, 'scrunching' paper to make a noise, and feeling the air on their face from a balloon pump. The two and three year olds love to explore with paint using sponges and their hands to 'dab' and 'swirl' colours together on paper. One child describes the paint as 'squidgy' in her hands.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure working knowledge of the Foundation Stage and use this to plan a broad range of activities and experiences that promote children's development in each area. They use a range of methods to gain children's interest and help them learn. Staff are enthusiastic and interested in children's ideas, they encourage children to extend their own play and learning by adapting planned activities to suit children's interests. Staff use a good assessment system to monitor children's progress which includes regular observations. The effective key worker system means staff know children well as individuals and challenge them appropriately. They consistently use positive conversation and effective questioning to encourage children to think, solve problems and extend their existing skills. Therefore, children are making good progress in their learning.

Children develop a good sense of number, shape and measure through purposeful play and everyday activities. They count and calculate on a daily basis at register time, identifying the number of boys and girls present. They enjoy mathematical games where they find shapes within the environment, or play 'What's the time Mr Wolf', counting footsteps. Role play is used well to extend children's understanding of the world, encourage vocabulary, imagination, physical skills and problem solving. For example, children enjoy being 'builders'. They pretend to decorate the room using paintbrushes and rollers, design buildings with construction blocks, thinking about how to make their model 'wider' or 'taller'. As they dress up using builder's hats they are encouraged to think about the reason for safety hats, others concentrate well on

hammering 'nails' into a foam block or investigate nuts, bolts and plumbing connections. One child remembers when the 'plumbers visited their old house a long time ago so they could have a bath'.

Children use language well to communicate. They are confident to initiate conversations with adults and each other. They learn to appreciate different types of language so that all children are included. They regularly identify the initial sound of their name through signing, and learn to recognise their written name through daily routine. They take part in weekly sessions where they learn simple words in Chinese and Spanish through songs and reciting numbers up to 10. Children enjoy singing 'Happy Birthday' to a member of staff.

Children move around with confidence and coordination, showing an awareness of others both inside and outside. They use a good range of large and small equipment and tools to develop muscle skills. This includes activities such as art and craft, cooking, computer sessions, puzzles and messy play. The outside area is used regularly and includes various areas of learning to some extent such as mark making, role play, counting, and physical development.

Helping children make a positive contribution

The provision is outstanding.

Children are highly valued as individuals. Staff know each child very well through the positive interaction as they support their activities, and continuous communication with parents. Children who have additional needs and learning difficulties and/or disabilities are supported extremely well. The Special Educational Needs Coordinator attends relevant training and liaises effectively with staff, parents and connected professionals to ensure that all children are fully included and make good progress.

Children develop a strong sense of belonging and being part of a community. They like to see photos of themselves and their friends, as well as their work, displayed within the setting. From an early age they are encouraged to be aware of themselves and others within their group. For example, babies and toddlers show excitement as they look at pictures of children they recognise. A four year old is keen to explain how she instigated the game of 'shops' as she looks through the photographs of various role play activities. Pre-school children regularly go for outings where they learn about their local environment and people. This includes venues such as the police station, supermarkets, and public gardens where they experience a Braille garden. They develop a positive attitude to the wider world and peoples' differences through planned activities and discussion. This includes being involved in fundraising for people less fortunate than themselves.

Children behave exceptionally well because staff make expectations clear and offer explanations for requests. Children are cooperative and helpful, and respond well to tasks of responsibility. They are encouraged to display good manners from a young age. Staff pre-empt unwanted behaviour and manage this effectively with distraction. Children receive much praise and encouragement for effort and achievement which helps build their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the effective working relationship between staff and parents. Parents are supplied with comprehensive information about the setting by way of a detailed prospectus and 'Welcome Pack', displays and regular newsletters. There are daily opportunities for exchanging information to help meet children's needs, this includes a written report sheet for each child in the baby room. Staff actively seek knowledge from parents as to their child's stage

of development on admission. Partnership with parents is good. Parents receive information about the curriculum in various forms and are well informed about their child's progress. They are invited to a parents evening to discuss the assessment records and the Foundations Stage and have regular opportunities to view their child's individual folder.

Organisation

The organisation is good.

Children are cared for by a team of dedicated, experienced and enthusiastic staff who work well together to provide smoothly run sessions. This means that children know what to expect and settle quickly. The effective organisation of the premises, resources, routine and staff deployment means that children play and learn in a safe environment, develop independence in making choices and practical activities, making good use of both inside and outside areas.

There are generally good staff recruitment procedures to ensure that new staff are suitable to work with children, however, the system for obtaining information about health is not very clear. The staff induction programme is effective in making sure staff are familiar with policies and procedures that promote children's health and safety. However, the policy for preventing the spread of infection does not fully cover all children's activities. All the required documentation and records are in place and completed accurately.

Leadership and management is good. The setting is pro-active in keeping up-to-date with changes and information regarding children's care and learning. There are effective systems for assessing areas for improvement which include input from all staff. This has helped enhance the physical environment to make it more welcoming for the children, and identify improvement for the outside area. Children's transition to school is well supported due to the positive links established with schools. There are good procedures in place to monitor staff performance and to identify training needs, which are well supported. The setting 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 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

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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):

- review how children share some types of musical instruments, with regard to the risk of the spread of infection
- ensure that the staff recruitment procedures are robust in obtaining information about all aspects of suitability.

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 the outside area to further promote each area of 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