

Head Start Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY280490
Inspection date	11 December 2007
Inspector	Jacqueline Mason
Setting Address	St. Saviours Church Hall, Ford Green Road, Stoke-on-Trent, Staffordshire, ST6 1NX
Telephone number	01782 575733
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Registered person	Sharon Pender
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?

Head Start Private Day Nursery is privately owned and opened in 2004. It operates from Saint Saviours church hall in Smallthorne, Stoke on Trent. The nursery serves the local area.

There are currently 35 children from 11 months to three years on roll. This includes one child who receives funding for nursery education. Children are able to attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens from Monday to Friday all year round. Sessions are from 07.30 until 17.30.

Eight staff work with the children. All staff are qualified to level 2 or 3. One member of staff is working towards a Level 3 qualification and two staff are currently working towards the early years foundation degree.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good awareness of the need for good hygiene to promote good health. Staff act as positive role models and encourage children to have regard for personal hygiene, helping them to remember to wash their hands after toileting and before eating. Staff take positive steps to reduce the risks of the spread of infection and talk to the children about wiping away the germs. Children enjoy taking turns to wipe the tables before food is served. Good arrangements for sick children helps to ensure that the best interests of all children are met at all times.

Healthy eating is promoted through the provision of freshly prepared and nutritious meals and snacks. Through this children are well nourished and are developing a good understanding of healthy eating. Children are encouraged to make healthy choices about what they eat and fresh fruit and vegetables are provided daily. Special dietary needs are met in agreement with parents and carers. Mealtimes are a pleasant, social occasion where staff sit with the children to eat. They chat to the children about what they have done during the morning and also about the children's home lives. Children are encouraged to recognise when they are thirsty and help themselves to their drinks that are kept readily available.

Children enjoy physical activity and their physical development is developing well. They have regular opportunities to play outdoors where staff organise a varied range of activities and toys for the children to choose from, helping to contribute to a healthy lifestyle. Older children also take part in regular musical movement and dance classes that they enjoy and participate in well.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Procedures to ensure that children can play safely indoors are good although the temperature of the rooms is not consistently monitored to ensure that they are of a suitable temperature for the comfort of children and staff. Despite this, rooms are organised well to allow for a variety of routine and play experiences. Children move confidently around the rooms that are set out to provide opportunities for them to explore creative and 'messy' activities such as sand and water as well as areas for quiet times and group activities. Children's independence is encouraged well although the bathroom facilities are not well planned to provide children with privacy when using the toilet.

A good range of toys and equipment are provided to promote all areas of a child's individual development. Most toys are stored in see-through boxes on low-level storage units to enable children to develop independence in the selection, carrying out and tidying away of activities. Staff take care to ensure that children are able to play safely. For example, radiators are covered to protect children from burns. Although the pathway to the outdoor play area is in a poor state of repair there are plans in place to address this to ensure that children are able to access outdoor play safely.

Children are protected because staff have a sound understanding of child protection procedures. They are aware of the signs and symptoms of abuse and are confident to put necessary

procedures into practice to ensure that the welfare of children is safeguarded. Children are further protected because of effective arrangements for their arrival and departure.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a thorough understanding of how children develop and use the 'Birth to three matters' framework well to ensure good outcomes for children under the age of three years. They provide a varied range of activities that build on what children know and promotes their natural curiosity as learners. Planned activities for younger children are evaluated well to ensure that its objective has been met and to gauge the interaction and impact on children. Staff reflect on activities and strive for improvement. As a result activities are planned around children's individual needs to ensure challenging but achievable activities that children enjoy.

Children enjoy their time in the setting and much laughter can be heard throughout the play sessions. Staff are actively engaged in the children's play and show a good interest in what they say and do. Independence is promoted well during play and at routine times. For example, at snack time each child is given a knife with which to cut their own fruit and are encouraged to pour their own drinks. They are developing competence in these skills and manage well. Children have choice as to which fruit they want, if any.

Children are developing a sense of belonging. They have free choice of activities provided by adults and are also able to select activities that are not within their reach through staff providing a pictorial reminder of all the toys available to them. Consistent routines are followed, promoting security and confidence as children know what happens next throughout the day.

Nursery Education

The quality of teaching and learning is good and children are making good progress towards the early learning goals. Staff have a thorough understanding of the Foundation Stage of learning and use their knowledge of how children learn to set realistic challenges. Staff plan and provide an interesting range of activities that promote all areas of learning. They are linked directly to the stepping stones to ensure that staff have a clear understanding of the learning intention of each activity.

Good arrangements are in place to ensure that children are making progress along the stepping stones. Each child is assessed on entry to establish their starting points and activities are planned to build on what they already know. Children are also observed regularly during free play and adult-led activities. The results of observations are used when planning the next steps in children's learning.

Children are developing a sense of belonging and separate readily from their main carer on arrival. They are developing a positive approach to new experiences and talk readily about their immediate environment such as linking the sound of the church bells next door with Christmas bells. Children are beginning to recognise the needs of others and carry out acts of kindness without prompting from staff. They engage each other in conversation and play well together. Children enjoy looking at books with adult support but do not readily look at books independently. The presentation of books is not inviting as they are piled into a plastic box and put into the reading area. Because of this children do not readily go into the reading area unless directed to do so by a member of staff. However, they enjoy stories read by adults and readily identify the author and illustrator. They know the parts of a book, such as the terms

page and blurb and listen intently, joining in with familiar words and phrases. Children have opportunities to write for different purposes, for example writing a list for Father Christmas as part of the Christmas theme. Most children recognise their first name when it is written. However, they do not have opportunity to see their last name written to encourage familiarisation with it.

Children show an interest in numbers and counting. They count spontaneously in routine and play situations and most children can count accurately past five. Children take part in solving simple number problems and recognise basic shapes in the environment. They show curiosity when using programmable toys and everyday technology such as computers, telephones and cash tills. Some children are able to complete simple computer programmes without adult support. Children have a good knowledge of the natural world and show a good interest in it. For example, when a member of staff reads a story about a caterpillar children know about the life cycle of it. They link these experiences well to past events and talk confidently about when they spotted a caterpillar in the garden.

Children have access to a large outdoor play area that has a concreted area and a grassed area. They enjoy climbing the trees and rolling tyres down the slope. Each week children take part in a dance class. They really enjoy this and mostly take part with enthusiasm; marching, skipping and wiggling their bodies as demonstrated by the dance teacher. Through this children are learning to manage their bodies and move to create intended movements such as slithering, rolling and crawling. Children enjoy exploring colour, media and texture. They are developing individual creativity as they are able to explore without interference from staff. For example, a child laughed aloud as he put green paint onto his paper when working alone at the art easel.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of equal opportunities issues and present children with a varied and interesting range of activities to promote positive images of culture, gender and disability. Through this children are developing a good awareness of the world around them and are learning to respect the needs of others. Staff, children and their families are encouraged to be involved in fundraising for organisations such as Meningitis UK Ltd and the Jeans for Genes Appeal and take part in activities including sponsored walks and name the teddy competitions. Children's spiritual, moral, social and cultural development is fostered. There are good arrangements in place to ensure that children with learning difficulties and/or disabilities are fully included in the life of their settings and that their individual needs are addressed. Staff find out about children's individual needs through discussion with parents and carers and through the careful observation of children. Individual play plans are devised to help children develop to their fullest potential and these plans are reviewed regularly to ensure that children are making progress.

Children behave well and respond well to the high expectations of staff. Children are learning to respect the needs of others and, with adult support, are developing a good awareness of right and wrong. Children mostly play harmoniously together and readily share popular resources such as glue sticks. Staff recognise the importance of valuing and praising positive behaviour and this helps children to develop good self-esteem and take responsibility for their own behaviour. Reward charts are used and children are encouraged to put their own stickers on the chart in recognition of positive behaviour such as sharing, helping to tidy away and participation in activities.

Staff have friendly and trusting relationships with parents and carers and monthly newsletters are produced to ensure that they are fully informed about the provision. Effective arrangements to share information with them are in place with each child having an individual daily diary in which all aspects of the child's day is recorded. Parents and carers are encouraged to share what they know about their child in order that individual needs can be met. Partnerships with parents and carers of children receiving funding for nursery education are good. They are encouraged to be involved in their children's learning and staff provide ideas for activities that can be conducted at home that link to the Foundation Stage. Regular parents' evenings are held to inform parents and carers of their children's progress along the stepping stones and in addition children's developmental records are available for viewing at any time.

Organisation

The organisation is good.

Children are settled and secure in a welcoming, caring and friendly environment in which staff put the interests of children first and spend most of their time working with them. Children are cared for by a consistent staff and an effective key person system is in place. Each child is allocated a named member of staff who takes responsibility for their well-being on a day to day basis and who exchanges information with parents and carers. This helps to ensure that children's individual needs are met at all times. Overall the provision meets the needs of the range of children for whom it provides.

All policies and procedures, necessary for the safe and efficient running of the setting, are in place. These are shared with parents and carers to help them make informed choices about their children's care. A 'policy of the month' is displayed on the notice board for parents and carers each month to help raise their awareness of the procedures used in the setting. Daily registers are accurately maintained to ensure that it is clear which children, staff and visitors are present at all times. There are effective procedures in place to protect children from persons who have not undergone suitability checks.

Leadership and management are good. Staff work well together as part of a team and are aware of their roles and responsibilities. There are effective arrangements in place for the recruitment and selection of staff to ensure that they are suitable to work with children. On-going professional development is encouraged and some staff are currently undertaking the Early years foundation degree course. Staff are encouraged to attend relevant training courses and there are good procedures to monitor the effectiveness of the nursery education.

Improvements since the last inspection

At the last inspection the setting was required to analyse accident records to identify any common risks or hazards that could be minimised and to ensure that parents countersign the record of medication given to children to acknowledge the entry.

As a result the documentation for both accidents and medication have been improved. Parents and carers are asked to sign each entry in the medication records to ensure that they acknowledge the entry. This helps to protect children's health needs. Accident forms are now analyzed to ensure that hazards are minimised.

Complaints since the last inspection

Since the last inspection 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):

- improve the systems for monitoring the temperature of each room
- improve the bathroom facilities to enable children to have privacy when using the toilet.

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 arrangements for children who recognise their first name when written to include their last name and improve opportunities for children to write their name
- improve the presentation of books to encourage children to want to use them.

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