

Start Right Nursery (Ancaster) Ltd

Inspection report for early years provision

Unique Reference Number	EY367026
Inspection date	26 June 2008
Inspector	Elisabeth Wright
Setting Address	12a, Ermine Street, Ancaster, NG32 3PP
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Registered person	Start Right Nursery(Ancaster)Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Start Right Nursery was registered in 2007 and operates from a converted doctors surgery with an enclosed adjoining outdoor play area along with parking for several vehicles. The premises are single storey and are situated in the village of Ancaster, mid-way between Grantham and Sleaford. A maximum of 37 children may attend the facility at any one time. Currently there are 62 children on roll of whom nine are in receipt of funding for early education. The nursery takes and collects children from the local school and is open each week day from 07.45 until 18.00 all year round, closing only for Bank Holidays. It is within walking distance of all local amenities and caters for children of families in both the local and surrounding areas.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children in the setting benefit from frequent opportunities to play outside in the fresh air, where they can exercise large muscles and develop good physical skills and coordination. Both

rooms have access to sheltered areas, therefore children are able to play outside in all weathers because they are protected from rain and sun. Older children have their own area to run and play which enables the babies to play safely on the grassed area of the garden as well as on their own patio.

The setting ensures that staff have resources and knowledge to enable them to maintain high standards of hygiene and cleanliness in the setting. Children are developing their own understanding of healthy living through good practices and routines, for example, they wash their hands before they eat or after using the toilet. Sufficient staff have current and appropriate first aid training which ensures that children are well cared for in case of an accident; help can be sought quickly in an emergency because parental consent for emergency medical treatment or advice is obtained at registration.

Children in the setting are provided with a varied menu that fully supports a healthy and balanced diet. Their dietary requirements are met because staff are vigilant in obtaining information which is shared with the cook. Older children are able to make their own decisions about food because they are able to choose when they access snack in the mornings and serve themselves at lunch time. Access to drinks throughout the day ensures that children do not become thirsty or dehydrated. Babies are offered frequent drinks and are confident to ask for drinks when they want one by indicating their own cups.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made welcome in the setting because rooms are laid out with their needs in mind. Pictures and photographs are displayed which show them that they are valued. Older children have their own drawers where they can leave personal possessions, which promotes a sense of belonging and security. The good use made of the outdoor space enables children and babies to play safely in their own areas. Both rooms have domestic sized settees which provide a homely, cosy area where children can relax, look at books or chat with friends and staff. Toys and equipment are made available to all children and babies as appropriate, consequently they develop independence and make choices.

The building has a good security system in place, therefore children cannot leave the building unsupervised and no-one can enter without the knowledge of staff. Thorough risk assessments are carried out on the building, activities and outings, consequently children's well-being is promoted. Ratios of staff to children are increased when they are on outings to ensure that they receive good levels of supervision.

Children's welfare is safeguarded because staff in the setting have a clear knowledge and understanding of their role and responsibility with regard to the reporting and recording of child protection concerns. The setting has a policy of recording existing injuries which supports the safeguarding of children. The current policy is in line with Local Safeguarding Children Board Guidelines and is updated frequently.

Helping children achieve well and enjoy what they do

The provision is good.

Babies progress well in the setting because they have access to a wide range of toys and equipment. Activities are well thought out and are based on staff observations of their interests and individual needs. For example, babies play enthusiastically with feathers, being well

supported by staff who play alongside them, showing them what the feathers can do and then allowing them to experiment for themselves. Staff ensure that toys and resources are always in the same place, therefore babies are able to develop independence and choice as they can find what they want and access it themselves. They are confident and will ask for things they cannot reach, for example a favourite ball. They respond excitedly to known activities, squealing with delight when a staff member brings out the bag of monkeys and making the monkey noises and actions before she has even opened it. Children and babies benefit from being able to visit each other's rooms. Therefore siblings can have regular contact and transition to the older room is eased as babies already know the staff and children well.

Nursery education

The quality of teaching and learning is good. Staff in the setting have a good knowledge and understanding of the Foundation Stage which enables them to provide resources and activities that are appropriate, therefore children make good progress towards the early learning goals. The setting is currently implementing the Early Years Foundation Stage and are developing methods of observation, assessment and planning in line with this. Generally, planning methods are good because staff observe children and assess their needs. Weekly planning is based around observed interests. However, there is currently a gap between observations and the inclusion of next steps within the planning, therefore children's individual needs are not always fully supported throughout all activities. Staff are aware of children's different levels of development and are skilful at adapting activities to support their needs either individually or within a group. For example, children engaged in a collage activity range from the oldest children to visiting babies, all of whom work at their own level; older children cutting and planning their pictures, whilst younger ones enjoy feeling textures, examining materials and pouring glue.

Children are confident and motivated to learn because they are given time, space and resources to experiment. They are able to make their own decisions, therefore they feel valued and develop good self-esteem. The sociable atmosphere of the setting supports children in forming good relationships. They obviously enjoy one another's company, playing, chatting and planning together. Children are articulate, communicating their feelings, thoughts and ideas well because staff engage them in conversation and value their contributions. They are beginning to make links between sounds and letters through the use of phonics, which is being developed in the setting. They have good opportunities to see their own names, which they choose to self-register when they arrive and use to find their own peg and drawer, therefore some children attempt to write their names themselves. The mark-making area is well resourced and children make good use of this to practise their skills in drawing and early writing.

Because staff use mathematical language and concepts naturally throughout the day children are developing a good understanding of these, often using mathematical terms spontaneously during play. They make comparisons of size, weight and volume and count confidently and are able to describe features such as shape, position or colour. Staff use opportunities as they arise, for example, when putting out the cups for lunch, to encourage children to think and make simple calculations.

Children have plenty of opportunities to learn about the world around them. They are confident in their use of technology, they successfully follow games on the computer by using the mouse and keyboard. Two children explain how they care for the plants they are growing in the garden by watering them with a watering can. They love to experiment and eagerly examine anything new that they find in the room or the garden to see how it works, what it is and what they can do with it. Good opportunities for creative play ensure that children in the setting develop

good imaginations. They enjoy role play and invent situations, for example, a child playing with play dough makes a cake which is shared with a friend, this then develops into a pretend tea-party.

Helping children make a positive contribution

The provision is good.

Staff in the setting are proactive in gaining information about the children in their care. Therefore children's individual care needs are supported well. Babies' routines are followed to ensure that they receive consistency of care. Children who have English as an additional language are given good levels of support which includes value and respect for their home language. Children in the setting develop a positive attitude towards diversity because they are provided with toys and resources that represent a range of people and cultures in a positive manner. Children with learning difficulties and/or disabilities are well supported because the setting has an identified special educational needs coordinator who has secure knowledge and experience of this area of child care.

The setting has an open and welcoming atmosphere. Parents are encouraged to be involved and made to feel welcome, therefore children benefit from a good exchange of information which supports their care and parents express that they are able to feel confident that their children are looked after well. The initial welcome booklet for parents covers the main policies and practices of the setting and includes the complaints policy. However, not all versions of the complaints policy have the correct Ofsted contact number, which is confusing.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive good quality information about the Foundation Stage and education programme. Information gathered from parents includes assessment of their children's development and skills which ensures that they are included in establishing starting points. However, opportunities for them to make further contributions to their children's records and assessments are limited, which does not fully support working in partnership. The setting is taking this into consideration within their overall development of the observation and planning systems.

Children's spiritual, moral, social and cultural development is fostered. Behaviour in the setting is good, therefore children are able to play and learn in a calm atmosphere without disruption. They are aware of the needs of others, older children particularly benefit from visits to the babies as they learn to consider the needs of younger children. Because staff listen to children and value their thoughts and ideas they listen well to each other, engaging socially together in play, learning and relaxation.

Organisation

The organisation is good.

Children's well-being is promoted well because the setting has rigorous systems in place to ensure that they are only looked after by adults who are suitable to do so. Recruitment procedures are thorough, new staff receive a comprehensive induction and are not left unsupervised until all checks are clear. Required adult to child ratios are met at all times and are often exceeded, consequently children receive good levels of supervision and attention. The system for recording children's hours of attendance is well thought out as parents are required to sign their child in and out, therefore children are safeguarded because times of responsibility are clear. However, not all parents are meticulous in their recording and staff are

not always vigilant. This results in occasional omissions which does not support the children's welfare. Records containing personal information of children and staff are kept securely and with due regard to confidentiality. All documentation which is legally required to support the care of the children is in place and available for inspection.

The leadership and management of nursery education is good. Staff in the setting have a clear understanding of their roles and responsibilities and receive good levels of support which enables them to fulfil these. They receive regular appraisal during which training needs are identified and these are then acted upon which contributes to the continuing improvement of the setting. The registered person demonstrates a strong commitment to providing quality child care and demonstrates a secure understanding of the need to involve, support and engage all staff in the process. Consequently staff enjoy their work and communicate their enthusiasm to the children, creating a happy and secure environment. Overall 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.

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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 that all documentation is maintained appropriately and is up to date and complete.

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):

- use the assessments made of children's progress to help develop the detail in the planning for the next steps in their learning

- increase opportunities for parents to be involved in contributing to their children's development records.

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