

Head Start Day Nursery

Inspection report for early years provision

Unique reference number

EY365866

Inspection date

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Head Start Day Nursery is one of three nurseries run by Head Start. It registered in 2007 and operates from the Old School in Middleton, Milton Keynes. A maximum of 39 children in the early years age range may attend the nursery at any one time. The nursery is registered on the Early Years Register and opens weekdays during term time between 09:00 and 14:30 on various days. All children share access to a secure enclosed outdoor play area. There are currently 43 children on role aged from one year to under five years. The group is in receipt of funding for nursery education and currently supports a number of children who speak English as an additional language. Five staff work with the children and of these, four hold appropriate childcare qualifications, including the manager, and one is working towards a qualification.

Overall effectiveness of the early years provision

Children's needs are routinely met as staff get to know the children well, ensuring they are comfortable in their surroundings and begin to know and understand nursery routines. Staff are familiar with individual children's preferences and offer appropriate support to help each child feel unique, whatever their cultural background. Staff and management are committed to improving the quality of care and learning for all children and show positive motivation to continue the process. Children are mostly safeguarded, although there are some areas for improvement. Working together with parents and carers, staff ensure children benefit from good quality information and two-way communication to promote outcomes for children successfully.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve domestic routines to ensure all reasonable steps are taken to reduce day-to-day hazards for children at play
- ensure records of all children's accidents are maintained and available to share with parents
- further improve staff deployment to ensure safety and to meet the needs of the children at all times
- ensure all records and documentation are updated for the safe and efficient management of the setting to promote outcomes for children
- develop the system for observing children to enable staff to interact with children appropriately

The leadership and management of the early years provision

The management of the nursery take appropriate steps to safeguard children effectively by implementing appropriate vetting procedures to ensure adults

working with children are suitable, with most staff appropriately qualified. Secure and effective entry systems are in place to prevent unvetted adults entering the premises without supervision. However, staff deployment is not always maintaining children's safety effectively at all times. Risk assessments are routinely carried out on areas children use indoors and outside, together with daily observations of many areas of potential risk. However, domestic routines do not always ensure all reasonable steps are taken to reduce day-to-day hazards for children at play.

Parents and carers are supportive of the group and are happy with both the care given and the information they receive about their child's care, learning and development. Open communications between staff and parents through verbal discussion and the use of written communication books ensures children's individual needs are well met. The nursery provide periodic questionnaires for parents to help improve practice through feedback; together with newsletters and informative notice boards. Policies and procedures contain clear details of the nursery practice and are shared appropriately with parents and staff.

Documentation for the safe and efficient management of the setting is in place, although not all paperwork is up-to-date to promote outcomes for children. The nursery is beginning to use self-assessment and is developing an effective system to analyse practice. Records for individual children are well maintained, although not all children's accidents are recorded to ensure details are available for parents.

The quality and standards of the early years provision

Children's learning and development is well supported across the nursery, with a wide range of age appropriate toys, resources and equipment freely available to aid progress towards the early learning goals. For example, they learn to recognise their own name by finding their flower-shaped name card to plant in the sand-filled window box for self-registration. Children benefit from both free play and focus activities in a planned and purposeful environment, indoors and outside. They are aware of simple hygiene routines as staff encourage them to wash their hands before eating and after toileting to avoid cross infection. Staff follow clear guidance regarding children's sickness and put appropriate procedures into place if a child becomes ill. Children handle books independently and enjoy opportunities to make marks with a variety of resources of their choice. Focus activities, such as group hide and seek, give children opportunities to help others and learn a variety of positional language as they guide each other to the hidden object. Staff offer high levels of interaction with younger children as they play or take part in focussed activities, talking about everyday things to develop their individual language skills, together with learning counting, colours and shapes.

Observation and assessment of children's individual learning and development is actively recorded. Evaluation enables assessment by the use of the continuous provision sheets on display, which helps staff target individual children's next steps for learning, through both focus activities and purposeful play. Children's individual learning files are shared with parents regularly and feedback is welcomed on children's activities outside the nursery. Their progress towards the early learning goals is monitored appropriately with examples of photographic evidence and dated written records. However, as staff are often busy making written

observations of children at play; this tends to unbalance their contributions towards children's learning through children's individual interaction with adults.

Children's imaginative play is encouraged through an interesting role play area, supplied with appropriate resources to match different themes. For example, during Christmas week, the area becomes Santa's workshop, where children can mend and build toys with tools and wrap presents with colourful paper and sticky tape. Nearby, a range of simple equipment such as telephones, cameras, magnifying glasses and binoculars encourages children to explore their surroundings and learn how different equipment works. Children readily use the laptop computer with a range of education programmes, taking turns with little reminder from staff. Several older children comfortably use the pad mouse and manage actions within the programmes accurately, learning at their own pace. Various types of facial glasses and a large mirror provide children with opportunities to explore and become familiar with common aids. Children of all ages enjoy playing in the small water trough and with textured everyday materials, such as cooked pasta. Staff provide an appropriate range of resources to encourage exploration, however, they do not always clear up any mess quickly, leading to children walking in the spillages and often slipping over.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have there have been no complaints made to Ofsted since registration that require Ofsted to take any action.

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.