

Fair Start Nursery

Inspection report for early years provision

Unique reference number	EY367869
Inspection date	03/12/2008
Inspector	Claire Sheldrake

Setting address	Adult Learning & Leisure, Burnham & Highbridge, 6 Princess Street, BURNHAM-ON-SEA, Somerset, TA8 1EH
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Fair Start Nursery was first registered in 1998 and re-registered in 2007. The nursery operates from a Pratten building in Burnham-on-Sea, Somerset. The nursery serves the local community with links with the local children's centre and has easy access to the building via a ramp. The nursery can open from 08.00 to 18.00 each weekday, 51 weeks of the year, however, its current opening hours are from 09:00 to 15:30, Monday to Friday, term time only. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, and there are 28 children on roll in the early years age range. The nursery employs eight part time members of staff who work directly with the children. All staff hold appropriate early years qualifications, or are working towards them.

Overall effectiveness of the early years provision

Children are settled and happy in a warm and welcoming environment, where they are making good progress in their learning and development.

The setting has good arrangements to support children's welfare, and staff ensure that children are safeguarded, however, their safeguarding policy is currently being reviewed.

The staff know their key children very well, and make sure that they receive the support they need to help them reach their full potential. They develop strong links with parents, carers, and other agencies to meet the individual needs of each child and their family.

Staff in the setting are reflective in their practice, demonstrating a good understanding of identifying their own strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- continue to develop the planning and assessment system to support children's learning and development
- review the safeguarding children policy

The leadership and management of the early years provision

Staff at the nursery are well led by a team of three, who work together to provide clear direction and management for their staff team. All staff are checked for their suitability, and are monitored through an induction process and annual appraisals. Weekly de-briefing meetings support individual staff, and ensure their ongoing training and development needs are identified, and regular staff meetings give the

staff team the opportunity to share observations, ideas and comments as a group.

The management have recognised the benefit of providing 'non contact time' during the week, to enable each of the staff to familiarise themselves with the implementation of the Early Years Foundation Stage (EYFS) and keep all records of the children's progress up to date.

The management have recently reviewed the roles and responsibilities of the staff, and have introduced an effective key worker system. This ensures that children's needs are met and good relationships are formed with their parents and carers.

Further improvements have been introduced following an evaluation of the children's accident records, and from this, the focus for the staff this term is to monitor the children's behaviour towards each other.

There are suitable policies and procedures in place to ensure children's health and wellbeing. Staff are aware of implementing safeguarding procedures, although the safeguarding policy is currently under review.

Staff value parents and carers as partners, and regularly exchange information about children's routines, care and learning, to maintain close relationships. Good links have been made with the local children's centre, opening up opportunities for workshops and play sessions for parents, to help meet the needs of their children.

The quality and standards of the early years provision

The children's welfare needs are well met through established routines, such as toileting and hand washing, and an effective risk assessment, which ensures the environment in which children play is safe. Staff are vigilant when supervising areas in the play room especially where sand and water is available, and thus reduce the risk of a child slipping.

The children are learning about keeping themselves safe, as they walk to the front garden from the main play room, and when using utensils, preparing their own sandwiches at snack time. They are involved in regular fire evacuation procedures, to ensure they are familiar with important safety routines.

Staff encourage the children to behave well and try to maintain a calm and happy atmosphere which supports children's play and learning. Children demonstrate some challenging behaviour but staff are consistent and firm in their approach, to try and enable children to recognise and manage their behaviour for themselves. Staff are good role models and work together to monitor and channel some of the aggressive behaviour and turn it into a positive outcome.

The nursery has embraced the EYFS, and management have introduced the staff to how systematic observations can lead into effective planning, assessment and record keeping, which is all centred around the children's interests and individual needs.

Staff know their key children well and have formed good relationships. They use good questioning to appropriately challenge children's interests. They are able to demonstrate how they are supporting their key children, helping them to take the next steps in their learning and development.

The children are active learners, they are keen to participate and are enthusiastic about new ideas. They are intrigued to find hidden shells in the sand, and happily line them up along the edge of the sand tray. They enjoy problem solving, and numeracy as they weigh out ingredients for the cooking activity. They talk about the changes as they mix the ingredients together and then as it is heated. They challenge each other as they build towers using different shaped bricks to see how well they balance before they crash to the floor.

Children have good access to free drawing and mark making facilities. They select paper of different colours and sizes and make patterns and draw faces. Some children add extra details such as fingers, facial expressions and clothing, and describe these with delight.

There are children in attendance who are recognised as having additional needs, and these children are well monitored and supported by their key person, and the appointed Special Needs Coordinator, in partnership with the child's parents or carers. This ensures that individual children and their families receive appropriate support and guidance.

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.	2

Leadership and management

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

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 been no complaints made to Ofsted since registration.

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.