

Start Point Northam

Inspection report for early years provision

Unique reference number 131570
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Inspector Judith Reed

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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

Start Point Northam has been registered since 2000. It is a maintained nursery which is run by the Local Education Authority. Start Point Northam operates from its own rooms alongside Northam Community Centre. The nursery has access to an open plan play area, toilets, entrance hall, office and a staff room with kitchen facilities available. There is ramped access to the premises and enclosed outside play area and a disabled access toilet is available. It is located on the Northam housing estate in the inner city of Southampton. The nursery opens during term time on five week days. Sessions run from 09:00 to 11:30 and from 12:45 to 15:15.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 42 children aged from three years to under five years on roll, all are in part time places. The nursery currently supports a number of children with English as an additional language as well as those with learning difficulties and/or disabilities.

There are six members of staff, five of whom hold appropriate early years qualifications. The manager has Qualified Teacher Status.

Overall effectiveness of the early years provision

Overall effectiveness of the nursery is outstanding. The children are happy, settled and learning in the very well planned environment. Staff are aware of the individual needs of all the children as they build excellent links with their families before children start coming to the nursery. The daily programme and the activities are constantly evaluated therefore ensuring continuous improvement and ongoing development of children's learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to support all children and develop representation of languages

The leadership and management of the early years provision

Children benefit greatly from the excellent relationship between their parents and the staff. Key workers make a home visit before children commence at nursery and build a close working liaison to exchange information and keep each other informed. Staff find out about the children and begin to assess starting points for their learning journeys at this time. Everyone is valued. Parents are invited into the nursery to share their language and culture, as well as their skills. Parents appreciate being kept informed and feel they are fully included in discussions

about their children. They meet regularly with staff to discuss their children's ongoing development and to share future learning targets. Parents like the atmosphere of the setting and know they can talk to their child's key worker at anytime. Parents state that they are really pleased with their children's progress and learning journey. Parents are informed about the nursery through regular newsletters, information booklets and the notice board. Parents are also involved in the management committee of the nursery.

The whole staff team are effectively involved in ongoing evaluation of activities and learning. They are also part of the discussions regarding the development and continuous improvement of the nursery, which is also shared with the management committee. The Representative from the Early Years Partnership, the local authority line manager and early years support teacher, as well as the local Sure Start, are all involved in monitoring the provision alongside staff. The whole staff team work extremely well together and support one another smoothly and competently.

Children are effectively safeguarded as all the necessary policies and procedures are in place and the staff know the families very well. They all work together to ensure children's individual needs are fully met. Staff are fully supported by a wider team including therapists, portage, family support workers and the health visitors. Staff effectively promote children's health and well being because effective systems are in place to prevent cross infection, accident and medication records are appropriately maintained and all relevant consents have been obtained. Staff also talk to children about keeping safe and safety issues.

The quality and standards of the early years provision

Children feel valued and their families respected as photographs of many families are displayed. Staff work hard to provide signage and documentation in different languages, although it is an ongoing challenge with so many cultures represented in the nursery. A wide selection of toys and books reflect diversity and many dual-language books are available to show children different texts.

Children's ongoing learning and development is assured as the nursery is extremely well organised and resourced. The learning environment is very well laid out with effective labelling and designated areas which enables children to make choices about their own activities. Children move from one activity to another and staff help children think about their play by asking them what they have been doing while they have a snack. Key workers build excellent records of children's development and learning journeys. All staff make incidental observations of children's learning and activities, as well as regular formal observations. These records are used to assess development and set learning targets. Staff use the weekly planning meeting to discuss the children's interests and their learning targets. Activities are planned to meet these needs. Children have shown an interest in hairdressing, therefore staff set up the hairdressing salon. The children are enthralled with the hairdressing salon which is set up in the play-room. They skilfully use brushes on a member of staff's hair and attach hair clips, false pieces of hair and hair bobbles. Children work together on both each others' and the

member of staff's hair. Children give the staff member a mirror so she can see herself and admire the children's work. Other children draw on appointment slips and diary pages as they learn about writing for a reason. Some children press buttons on the till and staff ask if they can see the numbers popping up. Staff use sign language to help children understand. During 'team time' children gather in small groups with a key person and join in a group activity. These activities are planned according to the needs of the group. Staff are very aware of the individual children's needs and help develop their learning through effective questioning. For example one group discusses colours and matching. They use knitted baby dolls and dress them in appropriate, matching items of clothing. Staff discuss the many different colours with the children and encourage them to name them. This also helps children's language skills.

Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others. They are asked to follow a few simple rules and they are gently reminded about rules when necessary. Staff use classical music as a signal and children are aware it is time to pack away toys and tidy up. Children join in at circle time. They sing a 'Hello Song' and learn each others' names as they go around the circle asking 'Are you OK today?' Children give either one thumbs up, two thumbs up, or none, to indicate how they feel. The member of staff leading the group time repeats their signal to show she fully understands. Most children behave very well and they are helped to think about each other's feelings.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 been no complaints made to Ofsted since the last inspection.

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.