

Headstart

Inspection report for early years provision

Unique reference number EY246621
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Inspector Ann Winifred Harrison

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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 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

Headstart nursery opened in 2002. It operates from a house within the premises of St John's Primary School in Walsall Wood. The group serves the local area. A maximum of 62 children may attend the setting at any one time. There are currently 55 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register.

The setting currently supports children with learning difficulties and/or disabilities and children with English as an additional language. There are two playrooms in the setting, one of which is on the first floor and a ramp which leads to the ground floor playrooms, aiding accessibility. The group opens five days a week all year round with the exception of two weeks at Christmas. Sessions are from 07.30 until 18.00. Children are able to attend for a variety of sessions.

The setting employs six members of child care staff plus the owner, who is also the day-to-day manager. Of the seven staff in total, six hold appropriate early years qualifications. All staff are currently working towards higher level early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most of the required records, policies and procedures are in place to support children's welfare, care and safety and to ensure individual needs are met. Children are settled, enjoy their time in the setting and are making satisfactory progress in their learning and development, although, planning for individual learning is limited. The setting creates a welcoming and inclusive environment in which all children benefit from the range of activities provided. The setting have started to self-evaluate their working practice and are developing their understanding of the delivery of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- use ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- review the organisation of the learning environment to ensure that there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play
- develop further the relationship with parents by sharing information and offering support for extending learning in the home
- develop further the systems of self-evaluation to identify strengths and weaknesses and identify priorities to improve practice.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).

10/07/2009

The leadership and management of the early years provision

Children are safeguarded effectively because the setting has suitable systems in place for security and safety. Detailed written risk assessments cover all areas that children come in contact with and all of the outings they may go on. Daily visual safety checks are completed to ensure that children are cared for in a safe environment. Toys and equipment are checked frequently to ensure safety and cleanliness. The door is monitored and visitors are checked before admittance. A safeguarding procedure is in place and the staff have a satisfactory understanding of current local safeguarding procedures, so that they can ensure that any concerns about the children in their care can be addressed promptly. Effective hygiene procedures ensure that the risk of cross-infection is minimised. For example, staff wipe tables before children use them for meals and children are encouraged to wash their hands before eating.

The setting is beginning to evaluate their practice and identify strengths and potential areas for improvement. For example, they have plans to develop the outdoor area and to develop the information that is given to parents, although, evaluation of the educational programmes to ensure its effectiveness is limited. The staff are proactive in accessing training to help them to continually improve their knowledge and skills and improve practice. Staff establish effective relationships with parents and value their contributions. They provide parents with information about the general care and welfare arrangements through policies and procedures. They are given information about their child's day through daily verbal feedback. All of the required information is gathered from parents apart from confirmation of who has parental responsibility and legal contact with all children to promote their safety. Systems to work with other settings are being established so that information is shared to promote consistency of care for each child.

The quality and standards of the early years provision

Children are comfortable with staff and enjoy their time at the setting. They are confident in the environment and behave well, listening to staff and following instructions, such as, putting toys away ready for meal times. Staff suitably interact with children to support their involvement and learning through activities. Children learn about being healthy through discussion and reminders from staff. For example, staff explain why they need to wear hats and sun cream when they go outside in the sun. Children's health is promoted well as they are provided with healthy snacks and meals, they enjoy a variety of fresh fruit and cooked lunches. Staff regularly talk to children about exercise to widen their understanding of a

healthy lifestyle. Children are beginning to learn about safety through routines and discussion, such as not running in the playroom and taking care on outdoor equipment. Children know how to evacuate the building as the drill is practised on a regular basis.

Children have opportunities to be creative as they engage in activities such as free painting and dressing up. They use their imagination as they act out animal songs and play in the home corner. Staff are caring and interact well with children and parents. The setting have a good range and variety of resources, however, there are limited opportunities for children to be able to self-select and initiate their own play to help them become independent learners. Children enjoy singing songs and listening to stories, which helps to develop their communication skills. They can access books freely through the session and enjoy sitting and looking at books together after lunch. They are beginning to use mathematical language as they sort and count fishes into the correct sets. Good questioning by staff helps to extend their learning of simple addition and subtraction. This is enhanced by the use of number rhymes, such as 'Five Little Monkeys', which children thoroughly enjoy acting out.

Children are learning about the wider world and safety as they have visits from the police, the fire brigade and paramedics during a topic on 'People Who Help Us'. They celebrate festivals, such as Chinese New Year and they discuss peoples differences and similarities as they access a variety of resources that reflect positive images of diversity. They learn about nature as they dig in the soil and plant potatoes and carrots to watch them grow. They investigate where animals live and what lives under the sea. Children behave well and are learning how to share and staff have an understanding of how to manage any unwanted behaviour.

Staff undertake observations of children to find out what they know and enjoy and they plan a flexible programme of activities which take children's interests into account. However, the system of planning and assessment of children is not fully effective as it is not linked to children's next steps in learning and observations of children are not evaluated well to plan for their individual learning. Parents are informed verbally of their child's progress, however, observations and assessments are not shared with parents which means that they are not fully informed of their child's progress. Parents are given information on the plan of topics and activities, although they are not offered ideas for extending children's learning in the home. As a result, their learning and development is potentially restricted.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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