

Flying Start Day Nursery

Inspection report for early years provision

Unique reference number	309308
Inspection date	03/11/2009
Inspector	Cynthia Walker

Setting address	198 Burnley Road, Rossendale, Lancashire, BB4 8HH
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Flying Start Nursery was registered in 1993 and is privately owned and is situated in a converted detached property in Rawtenstall. The nursery consists of a family room, which is used for a variety of children's play and story time and a messy room for craft activities. Children also access the conservatory for lunches, table activities and imaginative play. There is a separate baby unit for children aged under two years which has a separate sleep room. There is a secure play area to the front of the property. The Nursery is open from 7.30 am until 6.00pm from Monday to Friday, excluding Bank Holidays and one week during the Christmas period.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 21 children may attend the setting at any one time. There are currently 31 children on roll all of which are in the early years age range. The nursery serves the local area and wider community and children attend for a variety of sessions. There are nine staff who work with the children, all of whom hold appropriate early years qualifications. The nursery provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress in their learning and development through the provision of effective learning opportunities. The nursery appropriately promotes the children's welfare in most areas which includes effective safeguarding procedures. Effective links with parents and carers enables the group to work in partnership to ensure the needs of all the children are met by valuing each child as unique individual. The nursery has a satisfactory understanding of their strengths and weaknesses which are used sufficiently to identify most of the targets to bring about further improvement to the nursery and outcomes for children. Future plans are limited but are likely to bring about some improvement to the provision.

What steps need to be taken to improve provision further?

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

- implement systems to ensure policies and procedures required for the safe and efficient management of the setting are regularly reviewed to meet the needs of the children
- improve the opportunities for staff to access further training to support their continuing professional development
- improve the systems for evaluating the nursery to obtain an accurate appraisal of its effectiveness which identifies targets for the future that ensure the individual needs of all children are met
- develop procedures for liaising with other providers delivering the Early Years

Foundation Stage to ensure that every child receives an enjoyable and challenging learning and development experience which promotes their continuity of learning and care

- review the presentation of some activities, particularly the creative area, to encourage children to express their individuality and ideas.

The effectiveness of leadership and management of the early years provision

Documentation which is required for the safe and efficient management of the nursery is sufficiently organised to appropriately promote all aspects of children's needs. Policies and procedures are reflected in practice, for example, behaviour. However, the system for regularly reviewing procedures is not robust. There is a suitable recruitment and vetting procedure which maintains the suitability of staff and promotes the children's safety. Staff have an appropriate understanding of child protection to enable them to effectively safeguard the children in their care. Although senior staff have opportunities to maintain their professional development by attending regular training this is not reflected within the staff team. Detailed risk assessments ensure staff take effective action to manage and eliminate identified risks within the nursery.

The nursery has some awareness of their strengths and weaknesses and has responded positively to recommendations from previous inspection. Although a development plan takes into the account some of the findings from other quality checks and identifies a number of targets for the coming year which will have a sufficient impact on children's welfare, evidence is not consistently analysed and there is no meaningful involvement of the staff team in the evaluation process. The nursery is providing a welcoming environment and the effective organisation of space encourages purposeful play and exploration. Skilful staff deployment encourages children's active participation in all areas of learning. However, the presentation of some areas of learning does not encourage children to express their own ideas, particularly creativity. Staff have a clear understanding of children's backgrounds and needs through the completion of clear documentation and discussions with parents before children begin their care which are regularly reviewed. Although the nursery liaise with other agencies to support children's medical needs, there are no systems in place to liaise with other providers delivering the education programme to support children's continuity of care and learning.

The staff have a positive relationship with parents and carers who are actively welcomed into the nursery and obtain regular information about the nursery through the interesting displays in the entrance hall. Information about the nursery and care provided is included in a prospectus as children begin their care which is updated by regular newsletters. Information about their children's progress is shared through the key worker system and parents and carers are made aware that assessment records are available at all time. A home links letter which is sent every month to parents and carers enables them to be involved in their children's learning at home, for example, going on walks in their local area to enhance learning about the natural world. During discussion parents and carers

demonstrate they are happy with the service provided particularly children's personal, social and emotional development.

The quality and standards of the early years provision and outcomes for children

The staff team have a good knowledge of the learning and development requirements and are effectively promoting children's learning, social, physical and economic well being. Regular planned observations are being completed which are included in the children's assessment records and are enhanced by photographs of their involvement in a wide range of activities with a description of their involvement in the activity. The staff demonstrate a sensitive understanding of the children's individual learning and identify their future learning in the planned observations which ensures that activities are matched to the children's needs. There is a balance of adult and child led activities which enables children to have an enjoyable and challenging experience. The nursery provides an interesting and welcoming environment which reflects most children's backgrounds.

Staff effectively encourage children to have a positive attitude to learning by actively listening to children and positively interacting with them at activities. Children enjoy their learning and are interested in a broad range of activities which enables them to achieve well. They confidently make independent choices and are active in instigating their own play and learning. Children confidently initiate interactions with adults and their peers and effectively use language to explain how to use special brushes whilst painting fireworks and that you have to 'bend the paper to make it print.' They negotiate with other children whilst playing with the train track to decide how many carriages they need. Children skilfully use the computer as they complete simple programmes to match different cards. Younger children are able to count the number of horns on a dinosaur, whilst older children count the spots on a ladybird. Whilst playing at activities, such as, the computer, the train or craft activities children demonstrate good concentration and maintain sustained interest. Children have good imagination as they recreate experiences from home as they wash and bath the dolls in the role play area and become enthusiastically involved in pretending to be doctors and nurses as they bandage staff and ask one another 'where are you bleeding from?'

Children are secure and feel safe within the nursery as a result of the quality of the interaction from staff and the stability of the routines. They behave well and have a good understanding of their responsibilities as they share resources and take turns at activities. Older children work harmoniously together at activities whilst younger children find resources such as colourful shakers to give to other children. They involve children younger than themselves in a game of 'peek a boo' as they peep through the hood of the pushchair. The active participation in music and movement by older children encourages children to begin to understand the benefits of physical activity. Younger children gently sway from side to side as they listen to music.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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