

# Start Right Nursery

Inspection report for early years provision

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**Unique reference number** 253678  
**Inspection date** 01/10/2009  
**Inspector** Alison Putnar

**Setting address** 350 Trent Road, Grantham, Lincolnshire, NG31 7XQ

**Telephone number** 01476 577115

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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

Start Right Nursery opened in October 2001. It operates from a recently extended, modern two-story building, in Grantham. Most children are cared for on the ground floor. The nursery may care for a maximum of 74 children at anyone time, of these, 26 may be under 2 years old. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The setting is registered to provide nursery education funded places for two, three and four year olds. There are currently 94 children on roll, 47 receive funding. Children attend on a full and part-time basis, and are cared for in group rooms according to age and ability. The setting supports children with special educational needs and disabilities, and several who speak English as an additional language. Children have access to large outdoor play facilities, this includes a covered all weather play space, safety surface area, lawn and gardening areas. There are kitchen and staff facilities on the premises. The nursery opens from 7:45am until 6:00pm for 5 days a week, all year round, closing for Bank holidays and a week over the Christmas period.

A total of 26 staff work with the children, of whom 23 are qualified with level 2 or level 3 childcare qualifications. There are four staff members who hold a higher level of qualification such as NVQ level 4, and are working towards Early Years Foundation Degrees. The setting receives support from a mentor from the Lincolnshire, Birth to five service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff generally create an inclusive environment where individual's are respected and valued. Children's individual care and learning needs are met effectively as the setting works closely with parents and relevant professionals. Systems to evaluate and improve practice are secure and result in a continually improving setting. In the main, space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. As a result, children make good progress in relation to their starting points. On the whole, children's welfare is protected through some effective practices.

## What steps need to be taken to improve provision further?

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

- review and update risk assessments to ensure they cover all activities and equipment that children come into contact with, such as the slide, computer and new storage units

- create further opportunities for children to positively explore and value similarities and differences in their cultural backgrounds
- review the organisation of some activities to improve access for some children, such as the computer in pre-school and sand activities in the first floor room.

## **The effectiveness of leadership and management of the early years provision**

Children's safety and welfare is clearly a priority in the setting. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Staff's positive commitment to valuing and respecting the children's and families individuality ensures all needs are accommodated. Staff generally understand the comprehensive policies and procedures and effectively implement them to ensure the smooth day to day running. Designated staff fully understand their responsibilities to safeguard children and understand procedures to work with relevant agencies to protect children from harm or neglect.

The setting effectively provides an enabling environment which supports children's learning and development. Indoor spaces are well organised to enable children to feel comfortable and secure whilst they explore a good range of age appropriate, interesting play materials and activities. The well-considered layout of the rooms enable staff to maintain close supervision of children, maintaining their safety, whilst allowing them to develop their independence, for example, through easy access to bathroom facilities. The premises are clean, brightly decorated and a welcoming atmosphere is evident. Some secure methods are in place for maintaining the safety and welfare of the children. For example, the manager reviews the records of accidents in order to look for potential patterns and takes action to reduce any identified causes. Risk assessments are completed to reduce the likelihood of accidents, although, some activities and equipment are overlooked.

The management has a clear sense of purpose and through effective and accurate methods of reviewing and reflecting on practice engage staff in making changes that bring about positive improvements for children's welfare and learning. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up to date with changes and are continually improving their skills for the benefit of the children. Together the staff team identify their strengths and areas for development and implement action plans to address any weaker areas. For example, a whole review and reorganisation of the nursery provides children with more spacious and stimulating indoor and outdoor learning environments. The outdoor area now promotes a vast array of learning opportunities having a positive impact on children's health and all six areas of learning and development within the Early Years Foundation Stage. This positive attitude to improving and expanding the provision ensures that any issues raised at the last inspection have been fully addressed.

Good relationships with parents emerge from the secure communication methods.

Parents received comprehensive information about all aspects of the setting through a detailed prospectus, newsletters and regular face to face discussions. A selection of written documentation is translated into a range of languages to ensure all parents are included. Daily diaries, home/nursery books and meetings to share children's development records ensure that parents are well informed about their children's progress. Partnerships with other professionals are effective in ensuring that children's individual needs are met. Those with special educational needs or disabilities are well supported and making progress in relation to their starting points. The setting have established links with local schools to aid children's transition and are developing links with other professionals providing for children in the early years age range to ensure all work together to provide continuity in children's learning and development.

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

Good relationships are evident between the staff and children. The key worker system enables children to build a close bond with individual staff, helping them to settle and feel confident. All children are warmly welcomed and those new to the setting or room are appropriately comforted and supported. Children develop a sense of belonging as they see displays of photographs of themselves and their art work. They create name cards for their coat pegs and place mats for meal times, also supporting early reading skills and letter recognition. Children are making good progress in their development. Staff observe children during play and record their achievements, they use this information to highlights any gaps in children's learning and plan next steps for them to work towards. A good variety of activities are then planned to take account of children's interests and their individual learning needs. Children enjoy the range of activities provided, and some older ones are beginning to understand that they can freely make choices and access other toys stored around the room to extend their play. The majority of resources and activities are presented in an accessible manner to enable the children to get the most from them. However, the position and height of the computer equipment for older children and sand activities for the younger children somewhat restricts their independent use. The children are beginning to develop a sense of responsibility as they help to tidy away toys after play. Behaviour is good in the setting, children understand the need to share and take turns and are kind and considerate towards each other. Older ones respond well to staff's gentle reminders to sit carefully on the settee to avoid accidents and to take care of the nursery furniture.

Excellent methods are used to encourage children to adopt healthy lifestyles. These young children follow effective hygiene routines including regular hand washing and cleaning their teeth after meals. The nursery promotes healthy eating, meals are freshly prepared, appetising and nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for and access training in managing issues such as allergic reactions, maintaining children's health. Meal times are a positive social occasion, where children are encouraged, with some success, to serve themselves thus making choices about their food. Fresh drinking water is provided throughout the day for children to independently access. During

the morning and afternoon session children freely choose when to have their snack, developing an understanding of their own bodies needs. Staff take time to sensitively support younger children with feeding skills and babies appear contented, cradled in the arms of staff during their bottle feeds.

Children demonstrate a positive attitude to being active and benefit from fresh air as they regularly access the outdoor play areas. Older children impressively move freely between the indoors and outdoors throughout the day, benefiting from the increased learning experiences. Importantly staff recognise that some children learn more effectively outdoors, as a result they create opportunities for children to have increased freedom, use all their senses and be physically active and energetic. Children excitedly talk about the caterpillars they found on the beans they grew in the garden and explore the texture and smell of the plants in the herb garden. A group develop their imagination as they pretend to be builders, dressing up and using a range of tools to mix and spread the wet sand onto building blocks. Non-mobile babies and children are equally supported to benefit from the outdoor space, staff sit with them in the sand box as they explore the textures. They observe the light reflecting off mobiles hung outside and develop physical skills as they roll around and crawl on safety mats. The range of physical play equipment provides appropriate challenge to children, helping them develop their movement, balance and control. Staff also support children to think about their own safety and the safety of their friends through discussions of using the slide properly and waiting till there is free space before sliding down. Wet weather suits, Wellington boots and umbrellas are provided giving children opportunities to have first hand experiences of different seasons and the natural world.

Children develop skills for the future through the range of activities and nursery routines. They practise early mathematical skills as they set out the number of plates and cups needed for lunch time. They develop hand-control needed for later writing as they use a range of tools in art and craft activities. Their language skills are developing as staff engage in play with the children and take time to listen to them. Effective methods are emerging to support children who have English as an additional language in communicating. Staff learn words in the children's own language, use dual language books and a range of signs, symbols and gestures to ensure these children understand the routines, develop their use of English and also have opportunities to use their home language during play and activities. Children are beginning to explore aspects of the wider world as they access toys and resources that reflect positive images of the wider society. Staff do not fully consider the cultural background and ethnicity of those who attend when planning activities for special events and celebrations, potentially missing some opportunities to help children value and appreciate each other.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	2
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

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