

# HeadStart Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY396037

**Inspection date**

19/01/2010

**Inspector**

Debbie Molly O'Callaghan

**Setting address**

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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*.

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## **Description of the setting**

HeadStart Day Nursery has been registered under its current company status since 2009, although it was originally established by the current owner in 2003. It operates from three pre-fabricated buildings within the grounds of Collyers Sixth Form College in Horsham, West Sussex and includes a baby unit, toddler unit and a pre-school unit. There are enclosed outside play areas.

The nursery is registered on the Early Years Register to provide care for a maximum of 50 children aged under five years. There are currently 77 children on roll of whom, 21 are in receipt of nursery education funding. The nursery is open 51 weeks a year from 8 am to 6 pm and offers childcare places to employees and students of the college and the local community. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of 18 qualified and experienced staff work with the children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

One of the key strengths of the nursery is the staff who are knowledgeable, dedicated and valued. They have a good understanding of how to promote inclusion. They show respect for all individuals associated with the nursery and make them feel part of the group. Staff ensure that all children enjoy planned activities that are tailored to suit their interests and learning needs.

The partnership with parents and carers is good. Staff and parents share valuable information that supports all aspects of the children's welfare and learning. The manager has identified some areas for improvement although the process of self-evaluation is not yet fully underway.

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

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

- develop further the self-evaluation taking into account parent and staff contributions

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

Staff's understanding of child protection procedures are good and they fully understand their responsibility to report any concerns. The setting is very well organised with all policies and procedures in place and understood by staff. Careful recruitment and induction procedures ensure that all adults working with the children are both suitable and well prepared for their role.

The owner and manager demonstrate a genuine enthusiasm for their work and a clear commitment to reviewing and improving the setting's practice and, therefore, the outcomes for children. The motivated and committed staff team are competent and adaptable.

Regular opportunities for training ensure they develop new skills as well as keeping up to date with changes. Staff have a good understanding of how children learn which means children make good progress in their learning. They create an accessible environment that is safe and stimulating. Effective self-evaluation procedures are used to review the setting's overall practice. However, although there is a clear vision for the future, the self-evaluation process is not fully developed to include staff and parents' contributions.

Staff have a clear understanding of issues relating to equality of opportunity, enabling them to provide a service which is inclusive for all children. They make sure that they understand each child's background and beliefs.

The security of the premises is good ensuring that only known adults access the areas used by children. Regular risk assessments and daily checks ensure all areas both indoors and out are safe. All resources are checked for safety. Effective procedures within all rooms help prevent the spread of infection. The baby unit is a 'shoe-free zone' for staff and visitors.

The cook has a good understanding of healthy eating and ensures children enjoy a range of freshly prepared and nutritious meals.

Staff gather valuable information before children start to ensure their welfare needs can be met. This information together with sensitive observations gives staff a full insight into the activities that the children will enjoy and benefit from. Parents receive detailed information about all aspects of the provision. Regular newsletters keep parents informed of events and topics through which the children learn. Parents receive both formal and informal feedback regarding their children's progress.

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

Children make good progress in their learning because staff have a sound knowledge of the Early Years Foundation Stage. They implement appropriate procedures for assessing children, using this information to inform daily activity planning and thereby promote children's individual development.

All children love to listen to stories. In the baby room, staff read stories and talk about the pictures encouraging understanding and the acquisition of language. They enjoy stories such as 'The Hungry Caterpillar'. Older children discuss stories and pictures using good vocabulary. Staff value conversation and listen carefully to children's views.

Children enjoy drawing shapes using stencils, when children are asked if they are

going to write their name, one child says no, then another child says we don't have to if we don't want to, another decides to put hers into her folder. Children confidently make choices and decisions regarding their play and learning. They are not afraid to say 'no' which builds confidence in their own ability.

Children's health is well promoted as they learn the importance of good personal hygiene. They receive healthy meals and snacks and have plenty to drink. They are also encouraged to clean their teeth after meals.

Children move confidently outside using a range of equipment; they climb competently building physical strength and learning to enjoy exercise to keep them healthy.

Overall, in the pre-school room children develop very positive attitudes to learning, are extremely confident and have high self-esteem. They enjoy a fabulous range of activities indoors and out, which cover all areas of learning. They use their imagination very well as they become fully engaged in playing hospitals and vets. They take turns to be doctor, use a stethoscope to listen to each others hearts and understand the need to keep patients warm. They are learning to cooperate and negotiate during their play.

Children search out friends when playing and have developed some close friendships. Excellent relationships are evident between children and children and staff. Babies readily approach staff for comfort and cuddles.

The consistent approach to behaviour management enables children to feel secure and supports them in developing their understanding of appropriate behaviour. Staff offer children explanations about behaviour and encourage them to share and work together. Staff also act as good role models and children respond positively to this.

## 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	1
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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