

Claire's Flying Start Children's Nursery

Inspection report for early years provision

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Inspector

Julie Neal

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

Flying Start Nursery is a privately-owned day nursery, situated in the centre of Barnstaple, and is one of three local nurseries owned by the proprietor. It is registered on the Early Years Register and may care for a maximum of 25 children in the early years age range at any one time. There are currently 68 children on roll attending at different times. Children are cared for in three main rooms, on two floors. There is an enclosed outdoor play area. There are nine members of staff, all of whom have appropriate child care qualifications. The nursery is open on weekdays, throughout the year, from 8.00am to 6.00pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy an inclusive environment where their individual needs are understood and met well. Processes of self-evaluation are effective in enabling staff to identify areas for improvement and to form action plans that support good quality outcomes for children. Most aspects of children's health are well considered. Staff are well informed regarding children's specific welfare, learning and development needs because they work well with parents and others involved in supporting individual children. This enables staff to plan well to ensure all children make good progress, relative to their individual starting points.

What steps need to be taken to improve provision further?

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

- ensure that children are supported effectively as they learn to manage their own personal hygiene needs, for example, by ensuring appropriate hand drying facilities are available, and that the upstairs cloakroom is more effectively organised to enable younger children to have more privacy as they learn to use the toilet independently
- review how the learning environment can be used more effectively to show children that their home languages and cultures are valued
- ensure all children have daily opportunities to access the outdoor play and learning environment.

The effectiveness of leadership and management of the early years provision

Good leadership and management within the setting has resulted in a confident and well-qualified staff team who have a thorough understanding of the requirements of the Early Years Foundation Stage. This is demonstrated in the effective implementation of procedures that safeguard children and protect them from harm. Employment procedures and related checks ensure all staff working with children are suitable to do so, and there are appropriate measures in place to

confirm staff's ongoing suitability. Staff have a thorough understanding of the setting's safeguarding policies and implement these well in order to protect children from the risk of abuse or neglect. Any visitors to the setting are asked to provide appropriate identification, their presence is noted and they are supervised at all times. Good procedures ensure children are kept safe and secure at all times. Risk assessments of all areas are very thorough, including equipment and resources, and any excursions off the premises. Staff ensure any amendments to these are recorded, dated, and shared among the team. All regulatory documentation is in place and is well maintained, for example, registers show the times children are present, and records of any accidents or incidents involving children are clear and respect individual confidentiality. Policies and procedures are clear and informative, and made available to parents.

Overall, staff make good use of space and resources to provide stimulating play and learning environments suitable to meet the needs of different age groups. For example, older children enjoy free access to a wide range of resources that have been well organised to enable them to make their own choices as they extend and develop their play. Very young children are encouraged to investigate their environment through the good use of resources that invite them to use different senses to explore, such as mirrors and different textures. The outdoor play area is well organised to support a variety of learning and development opportunities in addition to active play, for instance, providing children with different contexts in which to engage in imaginary play. Older children make very good use of this area although babies and younger children have fewer opportunities to play outside regularly.

Evaluation of the provision is good and staff have taken action to audit the effectiveness of the setting in supporting inclusion. For example, they have made significant changes to how they monitor the experience of children who have English as an additional language. This has resulted in a more thorough assessment of how each child can be supported as they develop their communication skills, such as staff learning simple words and phrases in children's home languages. However, staff have not considered how they could use the learning environment more effectively to show that children's home languages and cultures are valued. For example, children benefit from positive images of diversity throughout the nursery, but these do not necessarily reflect the backgrounds of the children currently present in each area.

Parents and carers are well informed about their children's progress and development. They receive daily feedback, both verbally and in writing, and this includes information about activities children engage in, and any new achievements that staff have observed. Parents are actively encouraged to share things they have observed their children do at home, and staff use this information well to support their own observations when planning activities. Staff work well with others involved in supporting individual children's well-being, particularly where there are specific learning and development needs. There are good partnerships with other professionals such as health visitors and the diabetes nurse, and staff are developing processes of sharing information with other providers of the Early Years Foundation Stage, for example, where children also attend a pre-school or are cared for by a childminder.

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

Children's welfare, learning and development is promoted well. Children are safe and secure in the setting, and staff ensure they learn about aspects of personal safety. Practices of emergency evacuation procedures are well organised to ensure all children, including the very youngest, have regular opportunities to take part in fire drills, and so develop awareness of how to stay safe. Children enjoy local walks and excursions into their community, and they learn about safety routines such as how to cross the road safely.

Daily health and safety procedures carried out by staff are generally effective, however there are some inconsistencies in fully supporting children's hygiene requirements. For example, cloakrooms and changing areas are clean, and staff demonstrate very good hygiene practice as they help younger children with personal care such as changing nappies and using the toilet. Children learn how to manage their personal hygiene needs well and understand when they should wash their hands, such as before meals and after helping to feed the nursery pets. However, older children were observed to be sharing a hand towel to dry their hands because there were insufficient paper towels to use, which presents the risk of cross infection. The cloakroom used by younger children does not allow them to choose to be private when attending to their needs because there is no cubicle door.

Children who have specific health requirements are supported very well. Staff ensure they have a thorough understanding of how to manage these safely and undertake appropriate training to administer certain medications, such as injections for particular conditions. Children enjoy healthy meals and snacks that are freshly prepared and provide them with a good variety of fruit and vegetables. Several children have specific dietary requirements. For example, some are allergic to different food groups such as dairy produce, others cannot have certain foods for religious or cultural reasons; all individual dietary needs are respected and catered for. Mealtimes are used well to promote practical and social skills with children, such as, enabling very young children to become confident in using cutlery as they develop independence in feeding themselves.

Children make good progress towards the early learning and development goals, relative to their individual starting points. This is because staff make extremely good use of their observations of children to develop individual learning plans that clearly identify aims and objectives for each child. Systems to monitor children's learning are used most effectively by staff to provide accurate assessments of their developmental stages. Records of children's achievements for all age groups are very well maintained and kept up to date, and clearly identify their next steps in learning.

Children experience a breadth of learning opportunities that support their learning in all areas, and that are appropriate to their ages and stages of development. They are confident and happy learners who are keen to explore and investigate

activities and resources. Children enjoy a good balance of adult-led and child-initiated activities, and staff show they value children's ideas by incorporating them into planning. For example, children identified they would like pets to care for, which resulted in the nursery obtaining a rabbit, a guinea pig and a selection of fish. Children have learned very well about how to care for and feed their pets, all those old enough to do so take part in feeding rotas for the animals, and they take their responsibilities very seriously. Children make good use of their problem solving and critical reasoning skills. For example, children thoroughly enjoy a game with a member of staff where they match pictures of objects that rhyme, such as 'parrot' and 'carrot'. Other children devise their own game where they use cars and road mats and try to predict where each other's cars will end up. Older children show confidence in their use of everyday technology, for example, they can identify the initial letters of their names on a keyboard, and they understand how to load programmes, use a mouse and print. Staff use interactive games well with younger children to develop their awareness of shape, size and colour.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

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	3
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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