

Flying Start Nursery

Inspection report for early years provision

Unique reference number EY344676
Inspection date 01/06/2010
Inspector Mary Daniel / Carol Johnstone

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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 has been registered under the current ownership since 2006. It operates from detached premises situated in Shaftesbury, Dorset and is one of two nurseries owned by the Flying Start chain. Children have use of four play rooms situated over two floors and the upper floor is accessible via a staircase. There is an enclosed outdoor area accessed via a downstairs play area.

Ofsted have registered this privately owned nursery on the Early Years Register and both parts of the Childcare Register to care for a maximum of 62 children aged under eight years at any one time. There are currently 86 children on roll, all of whom are in the early years age group. The nursery is in receipt of Government funding to provide nursery education and there are currently 40 funded children on roll. The nursery is open Monday to Friday from 8am until 6pm all year round, with the exception of public holidays and Christmas. The nursery offers a holiday club for children up to the age of eight years during school holidays.

There are 16 staff employed, of whom 10 hold relevant early years qualifications. Two staff are currently undertaking the Early Years Foundation Degree. The nursery has received an Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children respond easily to the friendly staff who respect and support their individuality well through the strong relationships they form with their parents. They play happily in the bright and inviting play areas and their learning and developmental needs are overall supported well through the variety of age appropriate play activities provided. Evaluation systems are becoming well established to effectively support the group's aims for continuous improvement in promoting outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment systems to more clearly focus on children's next steps in their development and consistently use these to facilitate their progress in all areas of their learning
- review the organisation of sessions to ensure clear continuity for all children and fully support all their individual learning needs throughout the year
- consider the procedures in each play room for recording children's arrival and departure times to ensure they consistently reflect the main register.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded as clear policies and procedures are in place to support staff in managing any concerns arising. Staff have a sound awareness of their responsibilities in protecting children from harm and complete ongoing risk assessment systems which contribute to the provision of safe and secure play areas. For instance, a buzzer security system is used to help monitor children's arrival and collection. Clear staff recruitment procedures are followed, which helps to ensure the suitability of those working with children and ongoing induction and appraisal systems are implemented. Overall, required documentation is in place and a record of children's hours of attendance is kept at the main entrance, however, each room also has its own system of recording their arrival and departure times, which do not consistently reflect an accurate record. Children benefit from the friendly relationships staff form with their parents and the regular liaison maintained promotes clear consistency in their care. However, overall, limited information is obtained on their developmental starting points as they join the nursery. Parental involvement is well encouraged, for example, through newsletters, daily diaries and suggestion boxes, and their views are also sought through annual questionnaires. This helps to promote effective partnerships.

Clear action plans relating to the principles of the Early Years Foundation Stage framework are made to help the nursery promote children's care and learning. The views of parents, staff and children are sought and evaluation systems are regularly updated. This contributes to ongoing improvements being made and the recommendations at the last inspection have overall been met, although there are still occasions when hygiene issues are not fully considered. Children play with well maintained toys and resources that encourage their interest and curiosity. For example, toddlers smile in delight as they press the colourful, light changing toys to see the beautiful blue, pink, green and purple shades appear. These resources encourage their awareness of colour and control in cause and effect. Overall, daily routines provide a balance of child-initiated and adult-led activities, which promote children's development well, although some holiday sessions are less effectively organised in supporting all children's individual learning needs. Children like to snuggle into the comfy cushions or sofa to look quietly at a book or just cuddle a favourite toy. Local resources are used well, for instance, to support children's physical development as they regularly visit a local play park where they can run, stretch and climb. Clear procedures are in place to liaise with other settings that children attend, for example, through use of a diary system. Staff also form clear links with any professional agencies that support children's particular individual needs and this contributes to consistency in their care and learning.

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

Children enjoy their play and interact well with their peers. They are provided with a wide range of enjoyable play experiences that promote their interests. For example, pre-school children enjoy hearing the story of the 'Gruffalo' and their

consequent discussion leads to them going for a 'walk in the woods' where they find a toy fox, snake and owl hidden there. This activity is extended further as staff help the children make a song up about this adventure. They talk about the birds they see and make their own birds' nests. They sing about 'Five little ducks went swimming one day' and count how many come swimming back. As a result, this experience promotes all areas of children's learning while they have fun in their play. Younger children's sensory awareness is encouraged through use of different textures, for instance, as they play with jelly or shaving foam, or as they feel the smooth surface of a 'pebble' in an interactive story book. All children are involved in a variety of creative activities and decorate snowflakes and butterfly pictures with glitter and paint, or make cotton wool sheep pictures for a display. They look at the story of the 'Hungry Caterpillar' and make a display of the food he eats and use junk modelling materials to make their own model of a caterpillar. Planning and assessment systems overall support staff in providing a range of play experiences that children enjoy. However, sufficient focus is not always given to clearly identifying and consistently using children's next steps of development to ensure activities effectively build on their existing skills in all areas of learning.

Children like to stroke a friend's pet rabbit or 'Norman the hamster'. They look after some chickens in an incubator and see how the birds break the eggs with their beaks. Staff effectively extend this activity as children look at photos of the event and draw their own pictures of chickens. This promotes their mark making skills and knowledge and understanding of the world. Children start to learn some simple Spanish words as they talk with their Spanish visitor. They sample some noodles as they celebrate Chinese New Year and find out about different homes, such as mud huts and caves or as they build a 'toilet roll igloo'. They talk about what they all do at the weekend with their families and meet their local firemen or librarian. They also become involved in the recycling of paper, tin and foil at the nursery and help to take this to their nearby recycling area. As a result, children begin to learn about different cultures and ways of living within their own community and their wider world and how they can contribute to environmental issues.

Children learn to keep themselves safe as they know to hold hands with their friends on their walks and to be careful when playing outside as the decking area sometimes gets slippery after it rains. They sometimes help staff to complete their risk assessments of the play areas, which consequently raises children's awareness of possible dangers. Children enjoy a very well balanced menu of meals, such as chicken pie, spaghetti bolognese, salmon fish cakes and vegetables, and any particular dietary needs are well provided for. Different activities are planned to help children learn about foods that are good for them, for example, as they hear about all the different fruits in the 'Handa's surprise' story. They know that vegetables are good for them and that sugar isn't healthy. Children have opportunities to play outside in the fresh air and help in planting bulbs and seeds to grow flowers and vegetables. They eagerly point to their 'heads, shoulders, knees and toes' and start to control their movements as they do these actions first slowly and then very fast. They listen to their hearts after exercise and learn about the effects on their bodies. Children know to wash their hands before eating and talk about the importance of keeping themselves clean to get rid of the germs. Consequently, children are encouraged well in developing a healthy lifestyle.

Children behave well and learn to use 'kind hands' and 'kind words' to each other. Staff act as good role models and praise children often. This positive approach helps children feel reassured and so develop good self-esteem.

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	2
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