

Flying Start Nursery

Inspection report for early years provision

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EY344682

Inspection date

05/05/2010

Inspector

Brenda Joan Flewitt

Setting address

The Lodge, Cemetery Road, GILLINGHAM, Dorset, SP8 4AZ

Telephone number

01747 824998

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Flying Start Nursery opened in its present location in 1998 and has been registered under the current ownership since 2006. The nursery is one of two nurseries operated by this provider and is situated in a converted house, close to the centre of Gillingham, Dorset. Provision for children in their pre-school year is situated on the ground floor, which includes two playrooms, an office area, and toilet and kitchen facilities. Younger children are accommodated in two rooms on the first floor, accessed by a flight of stairs. There is an enclosed area available for outdoor play. The nursery is open each weekday from 9am until 3pm during term times. During school holidays a holiday club is offered, according to demand, for children up to the age of eight years.

Flying Start Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 31 children from the age of two to under eight years may attend at any one time, all of whom may be in the early years age range. There are currently 27 children on roll, all of whom are in the early years age range. The nursery is registered to receive government funding for early education.

The nursery employs six staff to work with the children, all of whom hold appropriate early years qualifications, mostly at level 3. The nursery is a member of the North Dorset Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and secure environment where they are involved in a good range of activities, both inside and out, that promote their learning through play. Good communication with parents, carers and other professionals ensures that staff know children well as individuals. Therefore, children's care needs are met effectively, and they make good progress in their learning and development. Successful self-evaluation methods help identify areas for development, and frequent training to update staff knowledge contributes to continuous improvement in children's experiences.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are effective in identifying and minimising all risks, particularly in the outdoor play area; consider involving children in risk assessments to enhance their awareness of their own and others' safety
- ensure the system for recording each child's next steps in their learning is used consistently, to ensure specific individual learning priorities are clear.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team, they communicate effectively and are enthusiastic in providing interesting learning experiences for children. Overall, they implement clear policies and procedures to promote children's welfare and safety. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. They regularly attend training to keep their knowledge up to date, and existing injuries are recorded as routine. This all helps to protect children from harm. Staff complete risk assessments and daily checks so that children can move around freely in a safe environment. However, there are occasions when the positioning of outdoor equipment, such as the climbing frame, poses a safety risk due to the hard ground surface. Clear staff recruitment and induction procedures check that staff are suitable to work with children and that they are sure about their roles and responsibilities. All required records are in place, completed accurately and stored with confidentiality as a high priority.

Children use a wide variety of play equipment and resources over time, most of which is organised so that they can make spontaneous choices. Staff are creative in resourcing role play situations linked to children's interests, so that children use real tools and materials. For example, children use a variety of real metal spanners to 'fix problems' in a 'garage'. Visitors invited into the setting from the local community enhance children's understanding about different jobs and people who help them. Children develop a positive attitude to people's differences through the good example set by staff as they discuss 'feelings', and as they taste a wide variety of foods from different countries and cultures during snack times.

Staff promote positive relationships with parents, carers and other connected professionals, which results in effective communication in order to meet children's individual welfare and learning needs. Parents are supplied with clear information about the setting by way of displays, notice boards and easy access to written policies. Staff make themselves available to exchange verbal information on a daily basis, which is supported by two-way diaries for younger children and home-link books for pre-school children. Positive links with local schools supports children's transition as they join reception classes. Staff promote children's confidence further through role play about the first day at school.

The various self-evaluation methods are successful in identifying areas for development. For example, improving the storage arrangement in the pre-school rooms to enable children to select more resources independently, and refurbishing the garden area to enhance children's learning in the outdoor environment. Children benefit from staff frequently attending training courses to increase their knowledge in various areas of childcare and education. The recommendations from the last inspection have been addressed, which has improved aspects of children's health and learning.

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

Children are happy, settled and confident. They enjoy the time they spend at Flying Start Nursery where they learn through a good balance of adult-led activities, exploration and imaginative play. Young children settle quickly due to the small groups, soon developing trusting relationships with key workers who seek information to get to know them as individuals. Pre-school children are encouraged to think about their own feelings and those of others in their group. Children behave well. They know what to expect through familiar routines and explanations, and learn to take turns in their play. For example, they understand that when the sand has run through the sand-timer, it is someone else's turn, and writing their name on a list indicates whose turn it is. Children receive praise and encouragement for effort and achievement, which helps boost their self-esteem. Children develop a good sense of belonging to a community as they see their artwork and photos of themselves displayed. They are made to feel special on their birthday as their friends sing 'Happy Birthday' to them.

Children's activities are planned according to their interests. Children use their imagination well to act out imaginary and real life situations. Staff are skilful in recognising opportunities to promote areas of learning such as literacy and numeracy through children's enjoyment of role play, and through effective questioning and interaction. For example, they look at repair manuals or 'write' out bills and 'MOT certificates' in the garage. Children solve number problems in everyday activities, such as counting to ensure there are enough cups and plates for the people round the table at snack time. Children's creative ideas are acknowledged and encouraged, as they are included in the planning of activities. They use their senses to explore freely a good range of objects and materials. For example, younger children like to collect water from a water butt to transfer around the garden, developing physical skills as they pour, fill and empty various containers. Children's curiosity in nature and growing is promoted as they plant seeds and learn to nurture their growth. Staff complete observations of children's play and achievement, assess their stage of development and plan activities to promote their progress. However, specific next steps are not always recorded to ensure individual learning priorities are clear.

Children enjoy a healthy lifestyle. They learn good procedures for their own personal hygiene. They make choices from healthy food options at snack time, which includes a selection of fresh fruit, or opportunities to try different foods from around the world. Children have daily opportunities for fresh air and exercise, practising large muscle skills with equipment such as wheeled vehicles and a climbing frame. Children start to learn about aspects of their own safety as they are reminded about using tools and equipment sensibly. They get to know what is expected in an emergency through regular practices of the escape plan. Their understanding is enhanced by planned topics such as 'People who help us', when they meet police officers and fire fighters.

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