



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY217518

DfES Number: 550477

INSPECTION DETAILS

Inspection Date 07/05/2004
Inspector Name Pauline Nazarkardeh

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Head Start Day Nursery
Setting Address 54 Station Road
New Barnet
Barnet
Hertfordshire
EN5 1QG

REGISTERED PROVIDER DETAILS

Name Head Start Day Nursery 3689864

ORGANISATION DETAILS

Name Head Start Day Nursery
Address A 2 Briary Wood Lane
Welwyn
Hertfordshire
AL6 0TF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Head Start Day Nursery opened in 2002. The nursery premises is a detached house on three floors which has been fully refurbished for the purpose of a nursery. The nursery serves the local and surrounding areas.

There are currently 83 children from 3 months to 5 years on roll. This includes 21 funded 3-year-olds and 2 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The nursery offers full day care and opens 5 days a week all year round. Part time places are offered to meet parents needs.

There are currently 17 staff working directly with the children. All the management team hold a suitable qualifications a high percentage of staff hold a recognised child care qualification. The remainder are working towards obtaining a qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) .

Since registration the setting has received an investors in people award.

How good is the Day Care?

Head Start Day Nursery provides children with a good standard of care. The staff have developed trusting relationships with the children they care for and ensure that their individual needs are met. The premises are well adapted and provide a warm and welcoming environment for children. There are a wide range of toys, resources and equipment available and children can access equipment independently. This development of children's independence is not evident during meal times.

The staff have a very good understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children. There is a clear evacuation procedure in case of fire and this was put into

practice during the inspection. Staff manage their work areas effectively and work as a team to provide appropriate levels of supervision and care for the children.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. Interesting opportunities are provided for children to develop and learn however presentation of activities for younger children needs to be adapted to meet the age and stage of development.. Children's behaviour is very good and they are encouraged to show respect for each other. Staff encourage children's independence in their self selection of resources, use of equipment and in organising their play. This is not

Parents are provided with good information about the nursery in the form of policies and procedures, information displays and regular newsletters. Staff spend time exchanging information with parents about their children each day, this is based on written records made during the day.

Documentation is very well organised with established systems in place to record and hold all the required written records. The system to monitor and keep records of staff clearances is very effective.

What has improved since the last inspection?

Not Applicable this is the nursery's first inspection

What is being done well?

- Staff are warm and responsive to the children, they follow children's lead, they are interested in what they say and do.
- Children's behaviour is very good and the staff management of behaviour in general encourages children's independence and respect for each other.
- Partnership with parents is well established, parents written comments and those spoken to praised the nursery in relation to the care of the children and the dedication of the staff.
- The nursery's records policies and procedures are well written, comprehensive and readily accessible.

What needs to be improved?

- the presentation of activities for the under 2 year age group.
- the organisation of meal times to make them a social occasion where children's independence can be developed.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Continue to develop the presentation of activities for the under two year age group
8	Organise meal times to make them a social occasion where children's independence can be developed

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Head Start Day Nursery provides a friendly, welcoming environment where children learn through a range of well-planned and stimulating activities. Children are making very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a good understanding of the early learning goals and they use this knowledge to plan an effective curriculum. They use a variety of teaching methods to promote children's curiosity and learning. There are opportunities for children to initiate their play and to be taught individually or in small groups. Staff ask questions to encourage children's thinking and provide opportunities to extend discussions and conversations by following children's answers to questions and line of thinking.

The leadership and management of the setting is very good. The management team have a clear vision for the development of the nursery and they promote staff training and professional development. They support staff and ensure consistency of good practice throughout the team. Staff are committed to furthering their professional development and continue to evaluate their working practices.

Partnership with parents is very good. Parents have opportunities to exchange information about their children's progress with staff. They are encouraged to be involved in their children's learning and are informed of topics and activities.

What is being done well?

- Children speak clearly and fluently, the staff engage in the children's play and conversations asking open ended questions which encourages children's thinking.
- Children's personal and social development is excellent. They are confident in their play, have opportunities to develop their independence and are very well behaved.
- The management team work to a shared ethos, staff are enthusiastic about their work and endeavour to further their skills and knowledge through additional training and support both in house and externally.
- Assessment of children's achievements is closely linked with curriculum planning. Staff therefore have clear records of children's development and as a direct result they are able to plan the next steps in children's learning

What needs to be improved?

- staff's use of mathematical language in order to extend activities for more capable children.

What has improved since the last inspection?

Not applicable, this is the settings first inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress in this area. Staff are enthusiastic and welcoming and this enables all children to have the confidence to try new activities. They value the children and their ideas, and listen attentively, responding to their suggestions. During tidy up time a child asked, "can I have five more minutes", this was shown to the child on the clock and agreed. The children work within agreed codes, and they are developing a growing understanding of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication language and literacy is very good. The children are confident communicators, and discuss their ideas freely. Children enjoy listening to stories, they retell familiar sections and use books independently. Children are developing their written skills well, older children can write their own names. Children's listening skills are being developed well in group activities, children respond well where the child who is holding the toy is listened to.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. Children can count to ten and beyond. Number songs, stories and rhymes are used to introduce children to number recognition, addition and subtraction. Within practical activities children are beginning to use their growing mathematical knowledge to solve problems, for example, asking the children when measuring "who is the tallest", and encouraging the children to count the coins needed to pay for something in the home corner.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area of learning. They talk about themselves and remember past events. They learn about people living in the community, having regular visitors and visits out to local shops. Children have opportunities to build with a range of construction equipment. There are many opportunities for children to learn about every day technology such as computers, tape recorders, digital cameras and every day activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are making very good progress towards achieving the early learning for their physical development. They move confidently, imaginatively and safely. They are developing increasing control over their bodies and they have good opportunities to travel around, over, under and through equipment. In general they show a good awareness of space and others and they use a range of small equipment with increasing skill.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to access and use a range of resources to explore colour, texture and shape. The children have good opportunities to listen to, and respond to music. They use musical instruments on a regular basis as well as spontaneously. They are confident and imaginative in their use of role play areas where they play independently and negotiate roles.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration
- Develop staff's use of mathematical language in order to extend activities for more capable children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.