

# Little Achievers @ Headstart Nursery

Inspection report for early years provision

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EY338619

**Inspection date**

11/11/2010

**Inspector**

Judith Kerr

**Setting address**

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**Telephone number**

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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**

Little Achievers at Headstart Nursery is one of five nurseries owned by a limited company. It was registered in 2006 with Rosy Apple Childcare Ltd as Little Achievers. It operates from five rooms over two floors in converted premises in the Avenham area of Preston close to the town centre. There is no lift access. There are two fully enclosed outdoor play areas.

A maximum of 62 children may attend at any one time. There are currently 54 children attending who are within the early years age range. Of these, 17 children receive funding for early years provision. The nursery is also registered by Ofsted on the compulsory part of the Childcare Register.

The nursery has procedures to support children with special educational needs and/or disabilities, and currently cares for children who speak English as an additional language. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions.

The nursery employs 11 members of staff who work with the children. Of these, nine hold appropriate early years qualifications, including the manager who has Early Years Professional status. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at nursery; their welfare, learning and development are well promoted as staff demonstrate a secure knowledge of the Early Years Foundation Stage. The nursery offers a warm and caring environment where all children are valued and respected. Links with parents and liaisons with other providers help to ensure consistency in care and education. The staff team have strong aspirations for developing the quality of the nursery to drive and maintain continuous improvement.

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

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

- link assessments consistently to the elements of the framework to help track children's progress towards the early learning goals and invite parents to contribute by identifying starting points and being involved in their ongoing learning

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

Children are well protected from harm and abuse as there are clear safeguarding procedures. Staff have a beneficial understanding of their responsibilities and know who to contact in the event of any concerns. The required risk assessments are in place to minimise hazards to children, both on the premises and on outings. Regular checks are carried out on staff and, alongside a robust appraisal system, management are clear about ensuring their staff's ongoing suitability. The necessary policies and procedures are available and all records are secure.

Ongoing training helps to ensure staff are up to date with current best practice. The improvements raised at the last inspection have been addressed to raise the quality of the provision and outcomes for children. Reflection on practice is part of the ethos of the nursery and ongoing evaluation is undertaken. There is clear recognition of most of the areas identified for development. Consequently, the nursery demonstrates a strong capacity to maintain continuous improvement.

Partnerships with parents are secure and each child's individual needs and culture is recognised, supported and celebrated. Staff gather valuable information from parents to ensure children's welfare needs are met. Information about the Early Years Foundation Stage is displayed. Parental involvement is sought through newsletters, communication books and the praise and grumbles system. Feedback, in relation to children's progress, is provided through parent weeks and their child's learning record. However, they are not involved in identifying their child's starting points or ongoing assessments enabling them to fully contribute to their child's learning. Most parents speak positively about the quality of care and education provided and some describe the nursery as 'fantastic'. Useful partnerships with other professionals are being developed to enhance continuity of learning and care for individual children. Additional activities are provided by outside agencies.

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

Staff have undertaken training to develop their knowledge of the underlying principles of the Early Years Foundation Stage. Consequently, efficient systems are in place in relation to most aspects of planning and assessment. Children's progress is monitored through photographic evidence and written observations. Assessments are used to identify the next stages of children's learning, although these are not consistently linked to the elements of the framework to help monitor children's progress towards the early learning goals.

Children concentrate well and confidently enjoy activities alone, in small groups or with an adult. Staff are skilled in encouraging children to think critically as they pose challenging questions. Interactions are good and all children benefit from the care shown to them. Children's communication skills are well promoted as they hold conversations about their experiences, family and lives. They are developing

good social skills and understand the importance of sharing and working together. A strong sense of self is promoted as staff encourage children to think about and consider issues, such as the needs of other living things.

Children's knowledge of the world is enriched as they have links with a nursery in The Gambia and enjoy weekly visits from a music teacher. Children investigate the different types of houses where they live and collage pictures of them using shapes. They learn about different cultures and countries through themed activities, such as Africa week, when they make flags, taste food and listen to songs. Creative activities, such as making spiders using wobbly eyes, straws and paint and baking bread and biscuits are very popular.

The welfare of children is robustly supported as they understand the importance of effective hygiene practices. Varied menus using fresh, nutritious ingredients meet children's individual dietary needs. Children learn about danger through regular fire drills and themed activities, such as people who help us.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

The quality of the provision in the Early Years Foundation Stage	2
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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	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