

Flying Start Day Nursery (Barnes Mead)

Inspection report for early years provision

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Inspector	Jo Scott
Setting address	Barnes Mead, Woodfield Lane, Ashted, Surrey, KT21 2BT
Telephone number	01372 276825
Email	Flyingstartdaynursery@hotmail.com
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 Day Nursery has been registered since 1994. It is one of two independent nurseries in Ashted, Surrey. The nursery is accommodated within a large detached building, consisting of an open plan room with separate baby unit to the ground floor and two group rooms to the upper level. There is a secure garden for outdoor play, which is divided to provide suitable areas for different age groups. The nursery is open from Monday to Friday, throughout the year, from 8am to 6pm. The nursery serves the surrounding area.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 47 children in this age range at any one time. It accepts children from three months old. There are currently 67 children aged from eight months to four years on roll. Of these, 24 children receive funding for free early education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of 15 staff work with the children, 13 hold early years qualifications, and one is currently training. Managers hold appropriate qualifications and are supernumerary, one has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Systems for sharing information between practitioners, parents and others are broadly effective and ensure children's individual welfare and learning needs are met. Practitioners are warm and attentive, and generally communicate with children very well. Self-evaluation is effective, and the setting gives regard to external views when identifying strengths and areas for ongoing development. This benefits children.

What steps need to be taken to improve provision further?

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

- improve the opportunities for parents to contribute to systems to track development and influence planning
- extend the use of photographs of activities or a picture exchange system to help children record their likes and dislikes
- improve systems for sharing relevant information with each other and with parents where children receive education and care in more than one setting

The effectiveness of leadership and management of the early years provision

Practitioners demonstrate that they work well together, understanding each person's roles and responsibilities. There are robust procedures for the recruitment, induction and ongoing appraisal of those working with children, and access to agency staff to provide cover when needed. Staff understand the procedures to follow in the event of a safeguarding concern, and routinely implement good practice in relation to recording accidents and existing injuries. Ongoing risk assessment is carried out, and observant staff identify potential hazards to protect children. Supervision of children is maintained throughout the inside and outside areas of the nursery. Appropriate support is given to young children as they use climbing equipment to aid them as they develop skills and confidence.

Children experience a good mix of adult led and child initiated play. Children benefit from taking part in extra curriculum activities such as music and dance delivered by skilled external tutors. Key workers take overall responsibility for the observation and planning of activities aimed to promote learning for each child. Development records are kept up-to-date and become a useful tool for practitioners when assessing progress. There are opportunities for parents to share records at parent consultation meetings, and they receive a written annual report. Parents can access their child's records at any time, and are encouraged to contribute to them on an ongoing basis, but this is not routinely achieved. Wider partnerships broadly work well, particularly in relation to supporting children with special educational needs and/or disabilities, but there are not always effective systems for promoting working together with others delivering the Early Years Foundation Stage to the children on roll.

The storage of resources is generally well organised to ensure that children can access items independently, as they wish. This is particularly successful in the pre-school rooms where children display confidence as they select the items they want. There are various resources and activities provided which raise children's awareness of diversity and help them learn about the wider world. The setting's reflective approach and use of self-evaluation results in driving development, for example, they have improved outdoor learning and increased resources since their last inspection. They value the advice from other professionals.

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

Children are happy and mostly busily occupied in learning through play. The practitioners are welcoming and greet families warmly, stepping in to support those who find separation challenging. This helps children to feel safe and secure. The warm and nurturing relationships are evident throughout the nursery. Communication is generally very effective. The good quality interaction with very young children promotes early communication and language skills, and there are

plenty of opportunities for older and more vocally skilled children to talk and listen to each other. However, there are few opportunities for those with less advanced language skills to use other tools such as photographs or pictures to record their likes or dislikes, which sometimes restricts choice. Children experience a good mix of activities. There are opportunities for some additional support to ensure that children are appropriately challenged, particularly in relation to developing their early language, literacy and number skills as they get ready for moving onto school.

Children have good opportunities to build positive attitudes to being active. The setting make very good use of outdoor play and learning, and children demonstrate a real enjoyment of playing outside. For example, some choose to gather gravel in different containers in the construction area, some build in the sand pit and access additional tools independently as they do so. Some ride scooters and trikes around the 'road' with increasing skill. There are opportunities to enjoy snack time under the gazebo throughout the year, and children play imaginatively pretending they are crossing a bridge as they balance on low level beams and tyres. Practitioners encourage them to think about numbers throughout the day, for example, asking children to count their steps as they play. Meal times are social, with children and adults sitting together in groups as they eat and chat about their day. Children enjoy the mostly home cooked meals and eat well. Practitioners accompany children to the toilets to supervise hand washing at key times, and children confidently talk about washing germs away so they don't get sick.

Children behave very well. Practitioners are consistent, and they routinely praise and encourage the children throughout the day. Sometimes there are additional systems used to promote wanted behaviours, for example, a group of children earn stickers for a daily kindness chart. This helps children understand that kind and caring actions are valued by adults and their peers. Children learn about the wider world. Currently they are learning about Chinese New Year through activities such as story telling, art and craft, role play and dancing. Children thoroughly enjoy music and singing. The session delivered to the Infants is pitched at exactly the right level to be stimulating and enjoyable for all those taking part. Children are keen to join in and enjoy using props. This extends their enjoyment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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