

# A Flying Start Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY338413
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Lynn Clements

<b>Setting address</b>	Kings Ripton Lodge, Kings Ripton, Huntingdon, Cambridgeshire, PE28 2NH
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<b>Type of setting</b>	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**

A Flying Start Nursery was established in 2006. The nursery is registered to care for a maximum of 40 children at any one time. They currently have 30 children on roll of whom 12 are in receipt of early education funding. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The nursery operates from purpose-built premises which are situated in Kings Ripton, Huntingdon, Cambridgeshire. All children have access to a secure, enclosed outdoor play area. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. A small number of children attend with special educational needs and/or disabilities.

The nursery employs seven members of staff. Six members of staff and the provider hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

The staff team have a good knowledge of each child's needs and this makes sure that they successfully promote their individual welfare and learning. This thought to detail means that children progress well, given their age, ability and starting points. Children are very confident, safe and secure and they enjoy learning about the local area and the wider world around them. Partnerships with parents, carers and others are good and important in making sure that the needs of all children are met, along with any additional support needs. All recommendations since the last inspection have been met and systems of reflective practice make sure that the manager and staff develop the service they provide.

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

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

- develop further systems of assessment and planning to ensure that children's next steps for learning are consistently linked to the Practice Guidance for the Early Years Foundation Stage and that differentiation is clear in planning to ensure that activities are adapted so they continue to meet children's individual learning styles and needs effectively
- develop further opportunities for parents and carers to be fully involved in sharing learning which happens at home
- develop further opportunities for parents, carers and children to be consistently involved in on-going reflective practice in order to continue to promote continuous improvement and respond to user needs.

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

Robust steps are taken to safeguard children, including vetting procedures for all the staff who work with them. Daily registers and visitor records are maintained making sure that nursery staff can safely account for all persons in the nursery at any time. A wide range of relevant policies and procedures, which have been personalised to the nursery, are in place, shared with parents and carers and implemented in practice in order to support the smooth running of the nursery and provide positive outcomes for the children. Documents and records required by legislation, including risk assessments, are in place and updated regularly. The provider and the managers stimulate the enthusiasm of staff and channel their efforts to good effect. The importance of continuing professional development is realised. The provider and the managers work closely with the local authority development officer to access relevant training in order to support the continual development of staff and consequently promote good practice. Staff have undertaken paediatric first aid training enabling them to provide appropriate care for children in the event of an accident.

The environment is conducive to learning, safe and well cared for, and the accommodation is fit for purpose. The nursery is secure and clear evacuation procedures are practised in order that everyone knows how to evacuate the building safely in an emergency. The provider is taking appropriate steps to ensure resources and the environments are sustainable. Staff appropriately and actively promote equality and diversity and tackle unfair discrimination. The provider is improving outcomes for children and has identified where further improvements can be made to overcome any remaining variations in children's progress and in partnership with the local authority they have good strategies to tackle this. There is no bias in staff practice in relation to gender, race or disability and they consider their own attitudes to people who are different to themselves. In addition they ensure that their own knowledge about different cultures is up to date, making the most of their knowledge to help children understand the society they live in. Adults identify a child's need for additional support as early as possible: they share information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the support he or she needs.

Effective links exist with parents and carers who report that members of staff do a fantastic job and that they appreciate the support they provide to help their children settle in to the nursery. They also appreciate the encouragement and reassurance both they and their children receive from all members of staff. Clear procedures are in place for the sharing of information with other settings the children attend, through phone calls and the sharing of the children's next steps for learning sheets. This enables the staff to provide continuity of care for children's welfare, learning and development as they move between the different settings. Information about children is shared with parents and carers on a daily basis through open discussions and in the case of babies' daily diaries. Although there is a minor weakness with regard to opportunities for parents and carers to share more detailed information about learning that happens at home so that staff can build fully on what the children know and can do.

Leaders and managers routinely make good use of a range of monitoring activities relating to provision and outcomes. Self-evaluation involves staff and development officers through the local authority quality framework scheme. This provides a clear picture of priorities for improvement for example, the provider and staff draw up clear action plans to support future initiatives within the nursery, such as developing a fully enclosed outside area for the babies which does not have to be shared with the toddlers. Parents, carers and children are involved in reflective practice through questionnaires and discussions. However, this is an area which has been identified by the provider as inconsistent and has been taken forward at this inspection. The provider, managers and staff team have worked hard to address the recommendations raised at their last inspection and as a result they have improved outcomes for children.

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

Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being. Children, including those with special educational needs and/or disabilities, make good progress towards the early learning goals. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. The provider is improving outcomes for children and taking effective steps to close identified achievement gaps. The setting has identified where further improvements can be made to overcome any remaining variations in children's progress and it has good strategies to tackle them. Clear learning journeys are in place and each child's key person makes good observations of children's achievements. Children's next steps for learning are identified although some staff are not consistent in using the Practice Guidance for the Early Years Foundation Stage when doing this. Planning is in place and clearly includes learning which happens both inside and outside. Activities are well planned and matched to the range of children's needs. Staff plan together as a team, helping them to draw up activity planners which reflect the learning requirements of the children. Whilst practice reflects the staff knowledge and ability to adapt activities to meet individual needs this is not clearly identified in planning documents. Relationships are good and children's behaviour is managed well. Children are clearly confident with all members of staff and thrive as a result of the setting they are in.

Children have good relationships with adults. They play well on their own and in harmony with each other. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. For example as storage and furniture is at child height they are able to make their own selections and move freely and safely around the nursery. Children are excited by their own increasing mobility and often set their own challenges such as walking on stilts and using wheeled toys with confidence negotiating safe pathways, moving backwards and forwards avoiding each other and obstacles. Babies develop an understanding and awareness of themselves as they study their own hands and feet and begin to

crawl around the room. They explore the environment with interest, this is enabled by members of staff who provide sufficient space for them to move, roll, stretch and explore freely. They also enjoy seeing themselves in the low-level mirror where they can more closely examine their reflection. Children are confident communicators and sustain attentive listening. For example at circle time they enjoy using musical instruments, and as a change to singing, they rap their favourite 'Little Red Hen' song. Babies learn that their voice and actions have effect on others, for example as they respond to staff attention when they babble, gurgle or reach out with their hands when they want a little reassurance. Children enjoy creating sounds by banging, shaking or tapping the wide variety of instruments which include castanets, keyboards, drums and shakers. Children problem solve as they look for objects, for example as they try to find if their clothes have pockets in them, they feel with their hands and delightedly announce they have, then digging their hands deep down inside their pockets to reaffirm this to themselves. Children attempt writing for different purposes such as lists which they enjoy making in their role play office. They also enjoy many creative opportunities such as gluing and sticking to make collages.

Children are secure and develop a sense of belonging to the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Good quality interaction and well-organised routines helps babies and very young children to become secure and confident in the setting. Children adopt good personal hygiene routines and understand the importance of healthy eating. They engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met.

## 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

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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