

Head Start Day Nursery

Inspection report for early years provision

Unique reference number EY415788
Inspection date 18/03/2011
Inspector Hazel White

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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

Head Start Nursery opened in Daventry 2010. The childcare facility is one of four privately owned settings. It is located in the grounds of Danetre Hospital, Daventry, Northamptonshire and operates from a listed building. Children are cared for on two levels. There is no lift to the first floor. The nursery serves the local community and surrounding areas. There is a large fully enclosed outdoor play area.

The setting may care for a maximum of 66 children in the early years age group, and of these, not more than 18 may be under two years at any one time. They are registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 81 children on roll.

The setting opens five days a week all year round with the exception of bank holidays. Opening hours are from 7.30am until 6pm. The nursery employs 12 staff who work directly with the children. The manager has a Level 4 qualification and all other staff, with the exception of one, have appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a wide range of interesting play experiences which help them to make good progress in their learning and development. Staff forge effective relationships with parents and other professionals and this contributes to the development of a fully inclusive service. Safety is given a high priority although the security of the garden needs some attention. The provider demonstrates a strong commitment to developing practice and has identified priorities for further development which improves outcomes for all children.

What steps need to be taken to improve provision further?

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

- review the security of the garden gate
- extend further activities and experiences which will help children become aware of, and explore the wider world.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff demonstrate a good knowledge of child-protection issues. They are fully aware of their roles and responsibilities in relation to keeping children safe from harm. For example, understanding how to recognise

signs and symptoms of abuse and knowing the procedures to follow should they have any concerns. In addition the safeguarding policy is shared with parents. Comprehensive risk assessment procedures and records help to ensure that potential risks to both adults and children are effectively identified and minimised. Children are supervised well both indoors and outside. However, the chain on the garden gate is within some children's reach. The provider is currently looking for alternative methods of securing the outside area so that their safety is not compromised. Documentation to ensure the safe and efficient management of the setting is maintained well. Robust recruitment and vetting procedures ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so.

The premises are well maintained and decorated. Space throughout the nursery is creatively used and children enjoy frequent access to the outdoor environment. Furniture, equipment and resources are of high quality and are successfully used to help children feel a sense of belonging and to support their learning and development. Children's independence is fostered well because most resources are attractively stored in places that they can easily access. Displays of children's work around the nursery help to create a welcoming and attractive environment and add to children's self-esteem.

Partnerships with parents and others are fostered well. Regular two-way communication ensures that important information regarding individual children is appropriately shared. Written policies are shared with parents and a wealth of useful information is displayed around the nursery. In addition parents receive newsletters and attend open evenings. Parental views are valued and sought in a variety of ways, for example, through questionnaires, informal chats and via a comments box in the nursery foyer. Their children's learning journals are accessible to them and they are encouraged to contribute to the observation and assessment process to further support their children's learning and development in the home. Policies and procedures are inclusive and effective systems are in place to support children with special educational needs and those who speak English as an additional language.

The leadership and management of the nursery is strong. The team work well together and are aware of the setting's policies and procedures and successfully implement these to promote children's welfare, safety and development. They welcome training to keep their knowledge and skills updated and have regular meetings to share good practice. There are clear systems in place to monitor the provision and reflective practice is ongoing at all levels. Management demonstrate a strong desire for quality and improvement and this vision is actively shared with the staff team. The personal and professional development of all staff is encouraged and staff are constantly looking at ways to improve the service offered to children and their families.

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

Children are happy and having fun. They make good overall progress and demonstrate a strong desire to learn and participate in the activities and experiences available to them. Staff know individual children well and talk to older children about what they would like to do and whether they have enjoyed these experiences. They observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Information is gathered from parents when their children start at the nursery and this information is included in their learning journals. Staff collect examples of their work, including photographs, in addition to observations and assessments. Key workers maintain these journals and they help to build up a picture of each child's progress over time.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. For example children look at how numbers are used in their environment and local community. They take photographs of car number plates, a clock, key pad, opening hour signs and price tags. These are displayed so children can practise and talk about their growing understanding. Children thoroughly enjoy the 'show and tell' sessions whereby they describe the item that they have brought in from home to share with others. Mark-making and pre-writing skills are evident throughout the nursery as children draw, note and use diaries to record pretend appointments. They listen intently to their favourite stories extending their love of books. This supports children's understanding that print and words carry meaning.

Babies development is supported well through having access to a good range of suitable resources in their play. These include messy activities such as corn flour, jelly and water play. Babies thoroughly enjoy action songs and staff respond to their sounds and gestures, extending their vocabulary by naming and repeating sounds and words. They explore and investigate various natural items which are placed in baskets within their reach and are fascinated by toys that react in different ways when buttons are pressed. They are at ease and happy to go to staff for comfort, reassurance and support.

Children enthusiastically engage in imaginary play. The role play area has been set up as a shop. They enjoy pretending to scan their shopping and pay for their purchases. Children are beginning to learn about themselves, each other and the world they live in. Some religious and cultural festivals are explored and children are actively encouraged to share news about themselves and their families. However, children's knowledge and understanding of the wider world is not fully enhanced because other activities and experiences have not yet been fully considered. This is an area that the provider is in the process of developing. The needs of different individual and groups of children are considered. Boys and girls and those with special educational needs or English as an additional language are all treated equally. Staff seek advice from parents and other professionals as and when necessary and work together to support each child.

Children are made aware of potential risks and how to prevent accidents. They know they must hold on to the handrail when using the stairs and sit when using scissors. Children are well behaved and treat others and property with care and respect. They take turns in conversation, display good manners and help others when appropriate. Staff lead by example and encourage an atmosphere of co-operation and calm, they recognise and reward good behaviour and effort by praising children.

Regular opportunities to play outdoors mean that children benefit from the fresh air and exercise. They climb, ride wheeled toys and dig soil in readiness to grow plants. They have excellent space to run freely and practise throwing and catching balls. Children learn the importance of hygiene routines as they develop independence in their personal care. They are reminded to wash their hands after visiting the toilet and put used tissues into a bin to prevent the spread of germs. Children enjoy a range of healthy meals and snacks which are prepared on the hospital site and delivered to the nursery in heated trolleys. Water and beakers are available for children to help themselves during the session to prevent them becoming dehydrated. Pre-school children show great maturity as they serve their own meals and snacks. When they have finished their food they scrape the leftovers into a bowl and stack up their plates and cutlery. Mealtimes are relaxed social occasions when children and staff sit together to enjoy their food and each others' company.

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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Annex B: the Childcare Register

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

Met