

# Head Start Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY365921

**Inspection date**

05/05/2011

**Inspector**

Hazel White

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Head Start Nursery opened under its current ownership in 2007. It is part of a small group of four nurseries. The nursery operates from a Victorian house in the Abington area of Northampton. Children are cared for on three levels. There is no lift access to the first and second 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 56 children in the early years age group and, of these, no more than 15 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 121 children on roll who attend for various sessions.

The nursery opens five days a week all year round, with the exception of Bank Holidays. Opening hours are from 8am until 6pm. The nursery employs 17 staff who work directly with the children. The provider has an early years degree and another member of staff is in the process of completing the course. The manager and deputy have a level four qualification and all other staff, with the exception of one, have an appropriate early years qualification. 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 enjoy their time at the nursery where their welfare needs are met effectively. Staff work well with parents and other agencies to ensure that children get the support they need. The diverse needs of all children are recognised and this underpins consistently good progress in children's learning and development. Systems to evaluate practice result in changes in practice that impact positively on children's care and well-being. The leadership of the nursery demonstrates a strong capacity to maintain this continuous improvement for the benefit of children and their families.

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

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

- increase opportunities for children to read and enjoy books spontaneously, with particular reference to the access to books in the pre-school room
- enhance the opportunities for staff to develop full knowledge of their key children's needs when joining a new room.

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

There is a strong emphasis on safeguarding, with robust policies and procedures which are understood by staff and parents. As a result, all adults are very clear of their roles and responsibilities in protecting children from harm. Vetting procedures ensure that all staff working with children are suitable to do so. The senior management team provide detailed and clear induction for all new staff regarding all aspects of the nursery. The environment, both indoors and outside, is kept safe due to thorough risk assessments that ensure that potential hazards to children are minimised. Good security systems are in place. For example, there is a camera phone system on the front door which monitors visitors. In addition, if a child is being collected by someone unknown to staff, parents are asked to fill in the 'child collection book.' and proof of identity is required before access is granted. All records required for the smooth running of the setting and to meet the needs of children are in place.

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 appropriate for the age and stage of the children using them. Children's independence is promoted well because in the main resources are easily accessible. However, in the pre-school room, not all books are readily available, limiting the children's opportunity to spontaneously read and enjoy books. Displays of children's work around the nursery help to create a welcoming and attractive environment and add to children's self-esteem.

All parents are provided with an informative welcome pack when their child first starts. This contains summaries of the main policies and procedures as well as suggestions regarding children's play. For example, the words to popular nursery songs and the recipe for play dough. This supports parents' involvement in their children's care and learning. Parents are encouraged to tell the staff about what the children have been learning at home. These consistent and inclusive systems of communication result in a strong partnership with parents. They comment positively on the care and education that their children receive. Staff provide progress reports at parents' evening to inform parents of their child's achievements and they are readily available to view at any time. Partnerships with other agencies and early years providers are well established. This helps to ensure consistency of care and development and complements children's learning.

The management team leads by example. They are enthusiastic and keen to raise outcomes for children. As a result, staff work well together as a motivated team and are committed to offering good quality childcare. Staff complete a range of training to extend their knowledge and skills in all areas of childcare. They are fully committed to improving their practice, consistently reflecting and evaluating the quality and standards at the nursery. Together they have identified areas for further development. For example, making the outdoor area more accessible to younger children. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs,

which are prioritised by the manager.

Following the recommendations raised at the last inspection, staff have worked to improve medication records and have further developed planning to include clear links to the next steps in children's learning. In addition, mark making activities have been increased so that children develop their understanding of writing for a purpose.

Good organisation ensures that resources and staff are deployed effectively to support children at all times. The key workers have knowledge of children's care needs and starting points in their learning when they first attend the setting. This allows them to offer effective support on an individual basis. However, when staff join a new room they do not have the same level of opportunity to develop full knowledge of their key children's needs from the onset. Staff successfully use a range of methods to support children who speak English as an additional language. Children are learning about other cultures and disability due to a variety of activities and a broad range of resources.

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

A broad variety of resources and activities are on offer to give children a wide range of choices and to maintain a good level of involvement. Staff engage with children well to support their learning and enjoyment, extending their play. Children are very confident in their interaction with staff and relationships, allowing them to feel safe and secure. Children's learning is planned for and promoted effectively. Regular observations made by all staff are collated by the child's key person and these are used to support them in planning activities which will interest them and help to identify their next steps of learning and development. There is a good balance of group and child-led activities. As a result, all children make significant gains in their learning and make good progress towards the early learning goals in relation to their starting points and capabilities.

Children are starting to recognise and write the initial letters of their names and they attempt to write their names on their artwork and in their pretend play. For example, they say 'good morning' to adults and record their names in the register. They also pretend to take sandwich orders at tea time. This supports children's understanding that they can write for a purpose. Children complete puzzles and draw pictures spontaneously. They enjoy playing with others and negotiate taking turns when using popular toys. Staff talk consistently with the children and they make use of the daily routine to promote different areas of learning. Babies sleep and feed according to their individual routines and develop close relationships with their main carers. Children are gaining an understanding of reasoning and numeracy through counting at different activities. They use information technology and programmable toys, such as, clocks, cameras, remote controlled toys and a laptop. This extends their learning and also supports their development of skills for the future.

Children learn about themselves, each other and the world they live in by taking

part in multicultural events and celebrations, such as the celebration of Diwali, Chinese New Year, Eid, Christmas and various Saints Days. These are supported by a variety of resources and involvement with the parents who follow these religions. This is to help them become more aware of the community in which they live. The learning needs and styles 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 with equal concern.

All children have opportunities for daily physical play. Age-appropriate climbing frames are provided and children ride around on bikes while skilfully avoiding obstacles. Children also have ample space to move around freely indoors. Push-along toys are available to promote the walking skills of babies. Children demonstrate understanding of maintaining personal hygiene. They learn all about germs and throughout the setting there are pictorial reminders regarding good hygiene, including pictures of hand washing. The nursery has an ethos of promoting a healthy lifestyle. Children are encouraged to select from a wide range of fresh fruits and drinking water is available throughout the day. Freshly cooked, balanced meals are provided on a daily basis.

Children are well behaved due to a range of developmentally appropriate strategies used by the staff to promote good behaviour and this contributes effectively to their ability to concentrate during activities. They respond positively to praise and encouragement. As a result, they have high levels of self-esteem. Children have a well developed understanding of staying safe because staff remind them of the rules that keep them safe. For example, toddlers are taught how to sit safely on chairs and older children know to hold the banister when using the stairs.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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