

Head Start Private Day Nursery

Inspection report for early years provision

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EY280490

Inspection date

17/05/2011

Inspector

Sue Anslow

Setting address

St. Saviours Church Hall, Ford Green Road, Stoke-on-Trent,
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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 Private Day Nursery is privately owned and opened in 2004. It operates from the two rooms in Saint Saviours church hall in Smallthorne, Stoke on Trent. Children have access to an enclosed outdoor play area. The nursery serves the local area and opens from each weekday from 7.30am to 5.30pm, all year round.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 54 children from birth to under five years on roll, some in part time places. The nursery supports children with special educational needs, disabilities and children who speak English as an additional language.

There are seven members of staff currently working with the children. All staff hold early years qualifications to at least level 2 and two members of staff hold Early Years Degrees. The nursery provides funded early education for three and four-year-olds' and receives support from local authority early years advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Head Start nursery provides a homely and stimulating environment for children. The nursery is committed to ensuring every child feels safe and secure, which provides a firm basis for children to make good progress in their learning and development. Children's individual needs are met well because staff ensure they have a good knowledge of each child in their care. Excellent relationships with parents and outside agencies are built up in order to fully support the continuity of the Early Years Foundation Stage framework. The owner and her staff team work closely together to ensure the ongoing improvement of the provision, and good monitoring systems are in place to evaluate the service offered.

What steps need to be taken to improve provision further?

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

- continue to develop the outside area for babies and young toddlers

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure setting. Bright, airy and attractively decorated play areas, together with a selection of interesting toys and resources, help create a welcoming environment as soon as you walk in. The nursery's clear practices, procedures and policies contribute to the safe and efficient management of the setting. This ensures that children are safeguarded and their needs are met. A comprehensive risk assessment supported by effective daily checking

procedures, ensure that potential hazards are identified and minimised. The clear safeguarding policy, along with the staff's good understanding of child protection procedures and senior staff's good links with other organisations, results in children being fully protected. Children are further safeguarded by the nursery's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. Clear procedures are in place to monitor their ongoing suitability. The staff team work well together, supporting each other to ensure consistency of care for individual children. They demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and through their contributions to the setting's self-evaluation processes. Recommendations raised at the last inspection have been fully implemented and an ongoing system of self-evaluation ensures all aspects of the provision are monitored and evaluated, highlighting any areas for further improvement.

Staff have established excellent relationships with parents, carers and other providers. Relevant information is gathered from parents at the outset, to fully support children in the settling-in process and to enable staff to respond very well to their needs and development. Parents have opportunities to share their children's progress records throughout their time in the nursery through verbal exchanges with staff, reading their children's individual profiles at the annual parents' evening. They are actively encouraged to participate in nursery activities, further promoting the link between home and nursery. For example, during cultural awareness week several parents came in to talk to the children about the countries they originated from, such as Jamaica, Vietnam and Scotland. Children are able to sample food, talk about different clothes and dance to typical music. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through activities and sharing information. Monthly newsletters keep parents informed about forthcoming events and activities and prominent notices display information about particular themes being worked on and how parents can extend children's learning at home. Effective systems are in place to support children with special educational needs and children with English as an additional language, resulting in them making excellent progress. Strong relationships have been established with local schools, in order to promote consistency and continuity of children's care and learning. Transition periods are carefully managed so children become familiar with all aspects of moving on to school before they leave the nursery.

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

Children make excellent progress in their learning and development because every member of staff has a solid understanding of the Early Years Foundation Stage. Key workers know their key children very well because they make regular and useful observations of what children can do and evaluate these against the six areas of learning to identify their next steps. Weekly plans fully incorporate these next steps along with adult focussed activities and children's free choice. In this way an appropriate level of support or challenge is provided to enable children to

make the best possible progress. Children are actively engaged, interested, curious and excited as a result of appropriate and well thought out plans. Good organisation of daily routines provides regular times during the day for children to move freely between indoors and outdoors. The range of equipment in both areas means children are supported to make good progress in their learning regardless of where they prefer to play.

The outside area is a particular favourite with the children as they are able to access a large paved yard at the side of the nursery, an area of safety surfacing with a painted roadway and further round at the back of the building, an area of natural woodland with mature trees and bushes. Staff make excellent use of these areas to promote children's learning and enjoyment. They practise their physical skills manoeuvring the various wheeled toys round the wiggly roadway, climbing up and jumping off logs, tree branches and milk crates and using the slides and rockers. Most of the 'indoor' activities such as sand, water and painting are taken outside for children to do in the fresh air and they often have meals outside when the weather is fine. Blankets are put down for children to sit on and read books outside and drawing paper is provided if it is not too windy. Young babies have a separate fenced off area for their own use although currently there is no shaded area and no safe place for 'crawlers' to be put down. Being outside such a lot also helps children learn about nature and the changing seasons. They collect fallen leaves for their pictures, make footprints in the snow and watch the progress of the flowers and vegetables they have planted.

Children's independence is promoted well. They are able to make decisions about their play, help themselves to food and drinks and cut up their fruit for snacks. Good levels of support from staff and effective use of questioning whilst children play, encourages their developing language skills. Books, magazines and newspapers are available in the comfortable book corner and signs and labels around the room help children begin to link letters with sounds. Older children confidently use the computer and have access to other similar equipment, such as cameras, torches and calculators. Numbers and counting activities are included in the daily routines as children work out how many frogs are left on the 'speckled log' in the song, or calculate how much change they should get when 'buying their shopping'. They thoroughly enjoy and benefit from the weekly visits by two children's 'play' companies who involve the children in lots of exciting and challenging activities which promote their all round development.

Every child's welfare needs are given close attention. Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines such as fire evacuation procedures. Staff also help children assess the possible risks involved in climbing trees or jumping off crates. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as using tissues to wipe their noses and disposing of them appropriately. They follow appropriate hand washing routines, guided by the clear signs in the bathroom. Meals are freshly cooked on-site; they are well-balanced and encourage children to enjoy a wide variety of nutritious foods. Children have their own labelled water bottles which they can help themselves to at any time during the day, particularly

when playing outside where they work up quite a thirst. Children behave well, with appropriate support and guidance from staff. They learn to share, take turns and respect the needs of their peers, which serves to support the development of skills they will need for the future.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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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