

Start Right Nursery (Ancaster) Ltd

Inspection report for early years provision

Unique reference number

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Inspection date

31/05/2011

Inspector

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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

Start Right Nursery became registered in 2008. It is one of a small chain of settings operated by a private provider. It operates from a single storey building which is a converted doctors surgery, in the village of Ancaster, mid-way between Grantham and Sleaford in Lincolnshire. Children are cared for in two group rooms depending on their age and level of ability. There is also a porta cabin, which is used for planned activities for the pre-school children and also for the out of school provision. Each room has a fenced outdoor patio area with a canopy for all weather use. There is also a large, shared play area which is part safety surface and part grass. There is a car park with parking for several vehicles.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 44 children under the age of eight, and accepts children aged up to 11 years. Currently there are a total of 79 children on roll, of whom 73 are in the early years age range and of these, 30 are in receipt of nursery education funding. Children attend a variety of sessions each week depending on the individual requirements of each family. The setting is open from 7.45am to 6pm. It is open each week day all year round, closing only for Bank Holidays and a week at Christmas. 16 staff work with the children, all of whom hold relevant childcare qualifications to Level 2 and Level 3. One member of staff is currently working towards a foundation degree. The nursery also employs a full-time cook and a gardener and a cleaner. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a very warm, welcoming and homely setting. The environment contributes well to the good progress children make in their learning and how well they settle. Effective systems ensure children's safety and exceptional focus is placed on promoting children's good health. Partnerships with parents are well established and the setting is highly proactive in working in partnership with other professionals. Self-evaluation is highly reflective and accurately targets priorities for future improvements.

What steps need to be taken to improve provision further?

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

- improve the range of resources to further support children's opportunities to develop positive attitudes to diversity
- improve the use of observations and assessment further to show how identified learning priorities for each child are planned for and link to the educational programmes.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a strong commitment to promoting children's safety. They have completed safeguarding training and are fully conversant with their duty to protect children and ensure their welfare. All policies and procedures that are required for the safe and efficient management of the setting are implemented consistently to ensure that all concerns are prioritised and dealt with effectively. These are shared with parents to ensure they are fully aware of how the setting is organised and prioritises the protection of children. Staff are attentive to the needs of children and provide close supervision. Full risk assessments are in place and these are reviewed on a daily basis to ensure the continued safety of children. Effective safety measures and security systems are in place and ensure that unauthorised persons have no access to the children. Recruitment procedures are robust and an effective training programme ensures that staff have the necessary qualifications and skills. All adults who have regular contact with children are appropriately vetted.

Managers have high aspirations for quality through ongoing improvement. They are highly successful in inspiring the staff team to work towards sustaining ambitious targets. All staff have a shared vision for the nursery and work extremely well as a team by contributing their ideas to self-evaluation. They have high standards, which are embedded across all areas of practice. Morale is very high and belief in the nursery's success runs through all levels. Rigorous and extensive monitoring, analysis and self-challenge enable the setting to devise exceptionally well targeted plans. Self-evaluation is highly reflective and this supports continuous improvements that staff, children and parents have been involved in developing and taking forward. Actions taken by the setting are implemented with precision and managed thoroughly. For example, since the last inspection the recommendations that were raised have been successfully met. Further to this significant developments have taken place to both the indoor and outdoor environment. Some work is still taking place with the outdoor area such as replacing worn grass with astro turf and decking around the hill area. In the bottom field a wooded area is being planted and a second, larger vegetable and growing area is being developed. Willow has been obtained to make a willow den, and a hut village is being built so that children have outdoor bases. A porta cabin has been installed and is used very well for focus sessions with the pre-school children. Planning permission is going to be sort to build a further extension in the near future. Changes have been made to many areas of practice and monitoring systems during the three years since registration, including ongoing improvements to the observation and assessment systems. An independent consultant is currently working with staff to establish a consistent system throughout the nursery and this is starting to take shape very well in the rooms where work has taken place. This has yet to filter through the whole nursery as it is not yet fully effective in showing how learning priorities for every child are being planned for. The improvements that have taken place since the last inspection, and those targeted for the future impact positively on the outcomes for children and fully promote equality of opportunity.

There are well established channels of communication with parents to involve them in their children's learning, including the recently formed parent forum. The setting holds open days each year for parents to come and discuss their children's learning journey. They have good opportunities to be involved in their child's learning by having daily contact with their child's key person and by contributing to their learning journeys if they wish. The setting takes the lead and works extremely closely with other professionals who are involved with children, for example children who have special needs. Excellent links are in place with the school that most children will attend when they leave. This helps children considerably with their transition to school as children make visits to the school and the reception teacher makes visits to the setting. Link books are used to communicate children's interests and next steps where children attend other settings. This successfully promotes continuity and enables practitioners to work together to close any gaps in a child's learning.

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

Children are very happy in this setting. They are eager to talk about what they are doing and enthusiastic to make their choices about what else they wish to do. Children are very settled and relaxed in this environment, which has been created to resemble a home with good quality, domestic furniture, wallpaper and soft furnishings. Children have established clear friendships in the group, both with peers and with staff. Children behave well, sharing and taking turns and they listen well to staff. They are helpful and play co-operatively as a group. Children are equally secure and confident enough to play alone and have clear ideas about what they prefer to do. For example, a child who enjoys playing on the computer does so confidently when other children enjoy making jam tarts. The majority of children from three years upwards have highly developed computer skills and use a range of technology extremely well. For example, they take their own photographs, videos and use the photocopier in the office. Babies have a wide range of electronic resources that they use well to develop their early understanding of technology. Children show a very good understanding of numbers and letters in their play, for example, using a wide range of resources in their tool shed, measuring and weighing during baking activities and having lots of accessible mark-making resources and books available. This is a print rich environment where children have good exposure to writing and develop their awareness that print has meaning. Children are supported well in their play and are responsive to staff when they discuss what is taking place. Staff ask open-ended questions that develop children's thinking and promote their language skills well. Children greatly enjoy playing outdoors and the majority of children chose to go outside where they engage in play that covers all areas of learning. All children have continuous free flow outdoor experiences, which contributes very well to promoting their good health. They enjoy growing activities such as growing their own vegetables and fruit, which they harvest and give to the cook for their meals. This helps children to learn about living things and develop their understanding of the origins of some of the foods that they eat.

Children of all ages experience all areas of learning well. Babies and toddlers enjoy getting things they want to play with out of wicker baskets and bringing them to staff. They sit on the floor laughing when staff play peepo with glove puppets and talk to them about the animals the puppets resemble and compare them to the pictures in animal books. Very young children show their understanding as they make the sounds that the animals make. They develop their physical skills well as they use push-a-long toys with increasing skill, both for walking purposes and to sit and ride on. They greatly enjoy playing with the items in the sensory baskets and use these in innovative ways, such as placing bangles on the handles of the sit and ride toys and spinning them round and round. Toddlers show perseverance and determination in their play, for example, one young child wanted to get a cushion out of a storage container and pulled and pulled until it came free. The toddler looked very pleased with the result and immediately brought it to a member of staff to arrange on the floor for her. She then snuggled up with it for a moment stroking the soft fur and, once satisfied, moved off to the next interesting thing. Children show that they know exactly what they want to do and staff facilitate this well by supporting when asked or when needed, but allowing children to take the lead and to try things for themselves. Children learn well about their rural community and nature as they go for walks through village and overlook fields where horses graze. They participate in many activities about nature and their environment, the seasons and different types of weather. All rooms have an all-weather outdoor area in addition to the larger, main areas. This enables children to play outside in all conditions and develop their understanding of how to dress appropriately and take care of their health. The nursery provides children with wet weather suits and they all have wellingtons so that outdoor experiences are maximised. Children learn about the wider world as they participate in activities that help develop their understanding, but there are limited resources and positive images of diversity around the nursery to consolidate this learning or enable children to ask independent questions. However, staff plan broad themes, which cover festivals and events from other cultures as well as those such as Christmas and Easter. A lovely and memorable example of celebrating Christmas with the children and reflecting the children's immediate environment is when Father Christmas arrived at the nursery on a tractor.

Children show an excellent understanding of developing healthy lifestyles and how to care for their own personal needs. They are extremely well nourished with at least one home cooked hot meal every day. For those children who stay all day they have two hot meals. All meals are prepared from fresh, locally sourced produce, or home grown produce from the nursery garden, which children are involved in growing and harvesting. Meals are supplemented with healthy snacks and all food is planned extremely well around children individual dietary needs. The cook ensures that children who require special diets are not made to feel different as she places a great deal of focus on making all foods as similar as she possibly can, which is commendable. Children have plenty to drink as they have their own drink cups at all times and they have additional drinks at snack and lunch time. Children enjoy snack and lunch times as a social experience where they sit together with friends as a family group. They develop a good understanding of keeping themselves and others safe and of what standards of behaviour are expected. They learn about road safety and fire safety and are

becoming responsible as they help tidy away their toys and follow simple rules within the setting. Children are very helpful and willing to contribute to the running of their setting. They receive praise and recognition from staff who treat children with great respect. Children know that they are valued and as a result have established strong bonds of trust with the staff who care for them. Children in this nursery make good progress in their learning and develop an eager disposition towards learning. They are successfully developing the skills they need for their 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	1

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	1
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	1
The effectiveness of partnerships	1
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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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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