

Headstart Day Nursery

Inspection report for early years provision

Unique reference number 200617
Inspection date 02/06/2011
Inspector Jacqueline Nation

Setting address 1 Spencer Street, Leamington Spa, Warwickshire, CV31
3NE

Telephone number 01926 882120

Email

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

Headstart Day Nursery opened in 1989. The nursery operates from the ground floor rooms of a private property in the centre of Leamington Spa. First floor rooms are not used. The nursery serves working parents and the local community. It is open each weekday from 8am to 6pm for 51 weeks of the year. Access to the front and rear of the premises is via several steps. Children have access to a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. There are currently 19 children on roll, all of whom are within the early years age range. Children attend on various days. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding for early years education.

The nursery employs four members of staff who work directly with the children. The owner also helps out in the nursery as required. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at this welcoming and homely setting where they make satisfactory progress in their learning and development. Staff demonstrate a positive attitude to inclusion and have established sound partnerships with parents, carers, and other agencies to ensure all children's individual needs are met. Since the last inspection the setting has taken positive steps to improve the provision and their plans for the future demonstrate the settings capacity to maintain continuous improvement. Most of the required documentation is in place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information in advance about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 16/06/2011

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

- develop further observation systems in order to consolidate and refine

information about the next steps in children's learning or their need for further support and use this to inform future planning

- review vetting systems to ensure all staff are aware of their duty to declare any issues that may affect their ongoing suitability to work with children
- review health and hygiene procedures with regard to children's hand washing routines and the suitability of equipment used during nappy changing routines
- extend freedom for children to access resources to develop their creativity and review the outdoor environment so that it contains resources that are appropriate and accessible to children, such as bikes and trikes.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and staff are aware of the procedures to follow should they have any concerns about a child in their care. They have established clear management responsibilities in relation to child protection including relevant designated staff. Criminal Record Bureau checks are in place for all staff to ensure their suitability to work with children. However, currently there is no system in place to check the ongoing suitability of staff to ensure this remains so. The setting takes appropriate steps to manage or eliminate risks to children by conducting a risk assessment of the premises and for all outings. The required fire detection and control equipment is in place and checked on a regular basis. The premises are secure and children are effectively supervised, safety gates are used to prevent unsupervised access to the front door and to prevent access to the stairs. Staff are vigilant about arrival and collection procedures. All visitors are required to produce identification before entering the building and sign the visitors' book. Most of the required documentation is in place, although the setting has yet to obtain information from parents about who has legal contact with the child and who has parental responsibility for the child. This is a specific legal requirement of the Early Years Foundation Stage.

Children benefit from being cared for by a caring, friendly staff team. Staff are able to demonstrate how they support children's learning and development. For example, they have considered how rooms are used in the setting to enhance children's learning, resources have been organised to enable easier access, develop their own play and have free flow access to the outdoor learning environment. The setting promotes equality and diversity and all children are valued and respected. There are appropriate systems in place to support children with English as an additional language and there are opportunities for children to develop and use their home language in their play and learning. Children develop an understanding of the society in which they live through a range of activities and the use of resources reflecting positive images of diversity.

Partnership with parents is satisfactory. There is a regular exchange of information and daily discussions about children's care, well-being and activities. A range of useful documents are displayed in the entrance hall, together with the setting's policies and procedures. The setting has started to seek the views of parents through the use of a questionnaire and action is taken in response to any issues

raised. Settling-in procedures are flexible and individual arrangements are established with parents until they are confident that their child is settled. The key person system in place is beginning to strengthen links with families and support children's welfare, learning and development. Parents are encouraged to be involved in their child's learning and contribute to plans for future learning. They are provided with a progress summary report and invited to parents meeting to discuss their child's progress and achievements. Staff work collaboratively with external agencies to provide inclusive, appropriate care and learning for each child. There are currently no children who also attend other early years provision. However, the manager is clear about the importance of working in partnership with other setting, when the need arises to support children's continuity of care.

The owner, manager and staff team are committed to seek further improvement and following the last inspection have taken effective steps to meet the actions set out in the notice to improve. The setting continues to work with the local authority early years team who support and guide their developing policies and practice. Plans for the future are clearly targeted to the areas which will have a beneficial impact on children's welfare, learning and development.

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

Children are making sound progress in their learning and development. They are content, settled and provided with many interesting and enjoyable play opportunities to support their achievement and enjoyment. Staff interact well with the children and ask questions to promote their thinking and language skills. They know individual children well and take into account their current and ongoing interests when planning activities, for example, activities based around a favourite story, or an interest in transport. Planning is suitably considered and covers all areas of learning. The system for recording children's progress and achievement is developing well. Children's starting points are recorded using an 'All about me' profile. Staff observe children on a regular basis and include this information in children's individual 'Learning Journals'. However, there is scope for improving this aspect of practice in order to consolidate and refine information about the next steps in children's learning, or their need for further support and use this to inform future planning in a clear and effective way.

Children's personal, social and emotional development is fostered well. Children develop a sense of security and confidence within the setting due to good interaction and a familiar routine. Staff take time to welcome new children to the setting and they involve the children in this process. This helps to form positive relationships and consideration for others. Staff support children's achievements through regular praise, helping them feel good about themselves and building their self-esteem and confidence. Staff use their knowledge of how children learn and develop through everyday activities and routines. For example, counting, shape names, colours and letter sounds are threaded through discussions and play. Children count the number of ladybirds on a shopping bag, and talk about the 'big' and 'little' ladybirds. Children practise their mark making skills, they write a

shopping list and some children draw a picture of the items they need and proudly show their list which includes a drawing of six eggs. During snack time children talk about different types of milk and bread, such as Soya and cow's milk, French stick, chapattis and naan bread. These discussions help promote their communication and language skills and their knowledge and understanding of the world. Children develop a love of books which they can access freely. They listen with enjoyment to their favourite stories and sing nursery rhymes and action songs with great enthusiasm. Children's enjoyment is evident while they are taking part in creative activities, using different materials, paint, glitter and glue. However, they are not able to develop their creative skills spontaneously as they play, for example, by being able to access these resources themselves to support their development in this area. Children like making up their own games while playing outside, they pretend to make bread and put baking trays into the oven, they buy food from the shop and sit on the bus to go home. They are beginning to gain an understanding about diversity through activities and experiences they participate in, for example, they learn about different festivals and celebrations such as Chinese New Year and Easter. Children thoroughly enjoy playing in the lovely outdoor area; they have access to construction bricks, sand and small world play, for example, dinosaurs. Whilst they are able to play on a range of equipment such as a small climbing frame, slide and balancing beam, they do not have opportunities to pedal bikes and trikes to further promote their physical skills and confidence. Overall, children generally secure the skills they require to support their future learning.

Children's welfare is given appropriate consideration because staff hold up-to-date first aid certificates. Recording systems are in place with regards to accidents and medication, and children's records include relevant consents, for example, to enable the setting to seek emergency medical treatment or advice. Children are learning to develop responsibility for their own and others safety. They practise the emergency evacuation procedures and respond to the requests from staff to use equipment and space in a safe way. Generally effective steps are taken to promote children's health and well-being. However, whilst older children talk about why they need to wash their hands before eating, occasionally this procedure is not followed. Staff take appropriate steps to minimise cross infection while changing nappies by using disposable aprons and gloves; however, the changing mat is showing signs of wear and hinders the promotion of cross infection. Children understand the importance of healthy eating through the provision of nourishing snacks, such as fresh fruit and freshly cooked nutritious meals. They pour their own drinks at snack time and can choose to have milk or water; their individual water bottles are easily accessible which helps them remain hydrated throughout the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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