

# Start Well Learning Limited

Inspection report for early years provision

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**Unique reference number**

EY413796

**Inspection date**

29/06/2011

**Inspector**

Ron Goldsmith

**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.

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## **Description of the setting**

Start Well Learning Limited was registered in 2010. The setting is privately owned and operates from Wharton C of E Junior School, in the Wharton area of Winsford. Children are cared for within an accessible, open plan activity room and have access to the school hall and reception classroom. There are secure areas available for outdoor play. A maximum of 40 children aged two to 11 years may attend the setting at any one time. The setting is open five days a week from 8am to 6pm during term time and school holidays. Children attend from the local community and surrounding areas.

There are currently 130 children on roll aged from three to eight years. Of these, 80 are within the Early Years Foundation Stage. The setting receives funding for nursery education. The care offered to children aged over five years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

The setting employs nine members of staff including the manager, most of whom are qualified. The remaining staff are working towards a recognised early years qualification. The setting receives support from the local authority early years advisory team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The overall effectiveness of this setting is outstanding. The leadership and management are committed to ensuring that all children enjoy their activities in a very safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through excellent observation, assessment and planning. A harmonious and knowledgeable staff team implement the Early Years Foundation Stage (EYFS) for children well. All children are able to make good progress in their learning and development. This is well supported by the exemplary partnerships with parents, school and other providers. Self-evaluation effectively identifies the strengths and areas for future improvement so that there is good capacity to improve.

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

To further improve the high quality early years provision the registered person should consider:

- further develop the outdoor area to ensure that it continues to promote opportunities which extend children's learning and development.

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

The leadership and management of this setting are excellent. All staff are committed to provide the best of care for all the children. All of the required policies and procedures are rigorous, up to date and successfully implemented. The welfare and safety of the children is of utmost importance and safeguarding procedures comply with current legislation. Comprehensive risk assessments are in place for all activities and updated as necessary. The staff team create a stimulating, vigorous and energetic environment in which children are happy and confident and who relate well to each other and to adults.

Key workers know their children very well. Assessment of children's progress is ongoing and practitioners decide in their planning the next small steps in learning, the children need to make to ensure their good progress. These are recorded in the children's learning journals. There are several systems of self-evaluation, including seeking parents' and children's feedback. The manager attends meetings with other providers to share good practice and discuss current issues. They continually look for ways to build on their excellent service.

Effective tracking systems identify children's progress in all areas of learning and the excellent observations and assessments of each individual child are shared with parents regularly. The links with parents are very strong and they are participating in their child's learning by adding comments and their own observations from home. Staff identify the next steps in learning for each child and ensure that children with learning difficulties and/or disabilities are well supported. There are effective transition arrangements with the school. Staff use photographs and written observations to record children's achievements. Activities are linked to the early learning goals and staff are very knowledgeable about children's abilities.

Parents value the provision and the opportunities it presents for smooth transition into school. There are many positive and close links between the setting and school, such as, playtimes and activities which are shared with the Reception class. Links with the host school and local agencies are highly effective and contribute significantly to the children's good progress.

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

Children thrive in this dynamic setting and make good progress towards the early learning goals. They enjoy their time at the setting and find many different experiences to support their learning through a continuous, free flow system which encourages their individuality and creates a stimulating environment, in which staff encourage them to think for themselves and ask questions. As a result children are developing confidence and independence. They are happy and inquisitive learners who are developing good skills for the future supported by staff who have an excellent understanding of the EYFS.

The uniqueness of every child is highly valued by the staff. Through observation they get to know the children well, so they are able to provide skilful interaction which sustains and extends children's interests. They enable children to initiate their own activities and to take them in their own direction. For example, children who enjoy a story about pirates are busy singing songs, burying treasure, making maps or negotiating, discussing, and planning a journey. Staff working with children ask them open questions to help encourage them to explore issues they need to consider, such as, how they will travel, who will be there, what else they need to take. This involves all of the children, who work cooperatively towards a common goal and the activity promotes good group skills and communication. Consequently, children are highly motivated and become independent learners, remaining at activities until they have completed them to their own satisfaction.

Children contribute their ideas to planning and activities through their involvement in an evolving and dynamic environment. The adult-led and independent free flow activities support children's good language development as skilled questioning helps them show their knowledge and develop their thinking. When they make models from junk materials the children are absorbed in their task of creating a volcano and they access multiple tools and accessories to a desired affect, handling glue, paint, sticky tape, pens and scissors in ways which improve their skills and helps them to produce work which they are justifiably proud of.

Children are able to develop a healthy lifestyle through the provision of healthy snacks and drinks and the setting encourage parents to provide healthy lunch boxes. Water is available at all times so that children are not thirsty and the setting supports healthy dental care. Hygiene routines are constantly reinforced and followed. There are many opportunities for physical activity through the outstanding use of the outside area and equipment. Staff extend children's thinking through posing problems and asking questions, such as, 'what is happening?' and 'what does that tell you?'. Staff have an excellent awareness of using children's interests to promote their knowledge and skills and to extend their vocabulary, increase their interest in books, promote their imagination, develop their mathematical skills and work together.

Children play in a well resourced and well presented environment. They make choices about what they want to do, including whether to play inside or out. Children are encouraged to be aware of how their bodies work as they pursue vigorous activity, such as, running on the treadmill or taking part in a whole group physical exercise activity. They also climb and run and test their bodies in a variety of other ways, for example, climbing apparatus, or balancing on structures they create themselves. This increases confidence and makes them physically stronger. Behaviour is very good, although, the joy of their involvement in play can become a little boisterous at times. Children work and play well together and the occasional attempt at pushing the boundaries is dealt with sensitively, based on the child's understanding of why they should behave as requested. Staff act as excellent role models.

The close link with the school, leading to familiarity with school, staff, environment and routines, mean that children are very well equipped for the next stage in their

education.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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