

# Flying Start Day Nursery (Finningley) Ltd

Inspection report for early years provision

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| <b>Unique reference number</b> | EY342554    |
| <b>Inspection date</b>         | 17/10/2011  |
| <b>Inspector</b>               | Tara Street |

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|-------------------------|---|
| <b>Setting address</b>  | 9 Second Avenue, Doncaster Finningley Airport,<br>DONCASTER, South Yorkshire, DN9 3GB |
| <b>Telephone number</b> | 01302 802070  |
| <b>Email</b>            | kids&flyingstartdaynursery.com  |
| <b>Type of setting</b>  | Childcare - Non-Domestic  |

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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**

Flying Start Day Nursery (Finningley) Ltd is privately owned and managed. It was registered in 2007 and operates from purpose built premises situated within Doncaster Finningley Airport. Children have access to a secure enclosed outdoor play area. A maximum of 84 children aged under eight years may attend the nursery at any one time, of these, not more than 22 may be under two years. The nursery currently takes children from birth to eight years of age. The nursery is open Monday to Friday from 7.45am to 6pm for 52 weeks of the year, with the exception of bank holidays. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 64 children on roll who are all within the early years age range. Of these, 19 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 16 members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 6 and also holds Early Years Professional Status, one holds a qualification at level 5, two hold a qualification at level 4, eight hold a qualification at level 3 and one holds a qualification at level 2 and is currently working towards a qualification at level 3, all in early years. The setting is a member of the National Day Nurseries Association and receives support from the local authority. The nursery has achieved the Yorkshire and Humber Regions Step Two award for 'Steps to Quality'.

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

Overall the quality of the provision is good.

Children settle very well and receive a good level of care because the qualified staff work closely with individual children and their families. All children make good progress in their learning and development and overall they enjoy a range of planned play opportunities which cover most aspects of learning well. Outcomes for children are good and children's safety and well-being are given priority. Partnerships with parents and carers, other early years professionals are good and overall information is shared effectively. All members of staff are enthusiastic in their roles and work successfully together to secure continuous improvement as they reflect upon their practice and identify aspects for development.

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

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

- extend further the use of assessment in the cycle of planning and review to ensure clear identification of how activities will promote individual children's progress towards the early learning goals
- enhance systems to enable parents and carers to review their child's progress regularly and contribute to their child's learning and development record
- extend the range of signs, symbols and pictures displayed in the outside play area to reflect a 'number rich' environment and encourage children to be creative in finding and solving problems.

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

Managers and staff are very knowledgeable and well qualified in the safeguarding of children. Training is updated regularly so that they are able to recognise signs and symptoms of abuse if it occurs. Safeguarding policies and procedures clearly illustrate the process for staff to follow if they have concerns about children's safety. Robust recruitment procedures are in place and staff are vetted for their suitability, protecting children's welfare. Detailed risk assessments are undertaken to ensure that the premises are safe and free of hazards. There are robust procedures in place for verifying the identity of visitors and for ensuring the outdoor area is secure.

The owner, manager and staff make every effort to ensure that children are provided with high quality care and education. Advice and suggestions for continuous developments within the nursery are always well received and taken seriously. The recommendations from the previous inspection have been thoroughly addressed, which have enhanced the quality of the provision. The self-evaluation process is well-established and all parties with an interest are included in the process, for example, staff, parents, carers and children. Resources, toys and equipment are well-organised and are of good quality.

Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each child's background and needs. For example, parents and carers are actively encouraged; note their children's interests and achievements on the 'what I like to do at home' information sheets. In addition, informative notice boards and regular newsletters keep them informed of planned activities and events. However, other opportunities to enable parents and carers to review their child's progress regularly and contribute to their learning and development record are less well developed. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice. The nursery has good links with other early years agencies and providers as they recognise the importance of this in helping children with transition from nursery to school. Staff demonstrate a good awareness of how to support children with special educational needs and/or disabilities, and those who speak English as an additional language, and have robust systems in place to fully support individual children.

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

The nursery is very colourful, bright and inviting because children's individual creative artwork is displayed for everyone to enjoy. Adults support learning well, enhancing children's ability skilfully. There is planned, purposeful play and exploration, in and out of doors. The key persons have good knowledge of the early learning goals and the children receive an enjoyable experience across all areas of learning. Detailed ongoing observation and assessment are undertaken and provide a clear insight into the children's progress and achievements. However, the use of these assessments in the cycle of planning and review do not always ensure clear identification of how activities will promote individual children's progress towards the early learning goals.

Children develop their mark-making skills by using a range of different items, both inside and outside, such as chalks, paints, water and sand. They thoroughly enjoy a wide range of books that are available in reading corners where they can snuggle up to listen to stories being read to them by the staff. 'Home activity packs' are also readily available for children to take home to enjoy with their families. Children are constantly encouraged to develop their language skills and learn new words by communicating with staff and their peers. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, the range of signs, symbols and pictures, displayed in the outdoor play area does not maximise opportunities to create a number rich environment which encourages children to be creative in finding and solving problems. Children's creativity is developed as they undertake many craft activities, such as cutting and sticking and helping staff to make dough. They enjoy exploring objects, such as, shells, pinecones and leaves and confidently describe the different textures. Babies and younger children enjoy discovering different sensations when they play with a variety of textured fabrics and materials. Such skills ensure they are well prepared for their future success. A good range of resources provides positive images of themselves and of the diversity within society.

All children have good opportunities to adopt healthy lifestyles. They confidently talk about the reasons why they have to wash their hands before meals and after messy activities. Babies and younger children are effectively supported to follow their own routines for sleeping. Outside, children enjoy the challenge of the climbing and balancing equipment, and the choice of wheeled toys and cardboard boxes which they pretend are aeroplanes. They happily help care for the vegetable plot where they have planted tomatoes, leeks and cabbages. Freshly prepared snacks and meals provide children with a very good variety of healthy foods that include lots of fresh fruits and vegetables. All children, including babies, feel safe and happy as they enjoy close relationships with the staff. They show a good understanding of what standards of behaviour are expected. For example, the children take care when serving and eating hot food so that they do not burn themselves or others. Overall, children benefit from their time spent at this happy nursery.

## 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

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|--|---|
| <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

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|--|---|
| <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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|--|---|
| 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

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| <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

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