

Flying Start Day Nursery - Helston

Inspection report for early years provision

Unique reference number	EY426166
Inspection date	14/11/2011
Inspector	Jayne Pascoe
Setting address	Rose Cottage, The Clies, Meneage Street, HELSTON, Cornwall, TR13 8RG
Telephone number	01326 573400
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Type of setting	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*.

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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 in Helston opened in 1999 and re-registered in 2011, due to a change in company status. It is one in a chain of nurseries run by Flying Start Nurseries (S.W) Ltd. It operates from a detached building situated close to the centre of Helston, in Cornwall. A maximum of 55 children in the early years age group may attend the nursery at any one time. The nursery opens five days a week from 8.00am until 6.00pm. It operates all year round with the exception of one week over Christmas.

There are currently 56 children attending who are within the Early Years Foundation Stage. Of these, four children also attend other early years settings. The nursery currently provides funded early education for 19 three and four-year-olds. The setting currently supports children with special educational needs. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area. The nursery employs a cook and nine childcare staff. Of these, seven hold appropriate early years qualifications and two are currently working towards a recognised early years qualification. The manager has achieved Early Years Professional Status and the deputy is currently completing an early years foundation degree. The setting receives support from an advisory teacher from the Local Authority, the Pre-school Learning Alliance and the Association of Day Nurseries. The nursery follows aspects of the High-Scope and Forest School curriculum model.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are generally met extremely well by an exceptionally knowledgeable, confident and competent staff team. Exceedingly strong and positive partnerships with parents and other agencies enhance this practice further. Children's uniqueness is highly valued and their learning is promoted very well within an exceptionally inclusive environment. Managers and staff demonstrate an excellent 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:

- increase opportunities for pre-school children to gain a sense of self-respect and concern with regard to their own personal hygiene and to develop independence in relation to their self-care. For example, by increasing privacy in the toilet area and providing a rest area within the pre-school room.

The effectiveness of leadership and management of the early years provision

Staff demonstrate an excellent ability to safeguard the children in their care. Management follow rigorous recruitment procedures and complete appropriate suitability checks to protect children from unvetted persons. Children are supervised closely at all times. Staff demonstrate high levels of confidence in their ability to identify, record and report any child protection concerns in line with the Local Safeguarding Children Board procedures. An effective written risk assessment for the premises, toys and equipment is backed-up with daily visual checks. Additional risk assessments are completed for each outing. Children are actively involved in practising regular fire drills, in order to develop their confidence and familiarity. Their awareness of safety is enhanced further through exceptionally well delivered adult-led activities.

The nursery is organised extremely well to provide a safe, secure and enabling indoor and outdoor environment. However, toilet cubicles do not have doors and therefore older children lack some degree of privacy. Children move freely and independently within their designated room, to access favourite toys and resources. Comfortable sleeping areas are available, but pre-school children must currently use the toddler room for rest. All children enjoy opportunities to come together, at times when numbers are lower. They enjoy good opportunities to benefit from outdoor play and learning in the well resourced play area to the front of the property. Children are confident to initiate play and also engage in adult led activities, which are carefully planned for by their designated key person. Excellent opportunities are provided for children to develop an awareness of equality and diversity, through free use of suitable books, visual aids and toys. They also engage in planned activities to explore and celebrate their own culture during Helston Flora Day and other cultural celebrations, such as Chinese New Year and Divali.

The nursery staff team are extremely friendly and approachable. Children benefit from both male and female role models. Parents are welcomed into the setting and their active involvement is encouraged and valued. Extremely positive partnerships have also been established with other early years providers and professionals. Information is shared readily on a very regular basis, through an exceptionally effective variety of methods. This regular exchange of information and communication between the nursery, other practitioners and home has a very positive impact upon children's welfare and learning. As a result, the setting is successful in their ability to be fully inclusive in their practice. An effective key worker system ensures that children's unique needs are respected, links with home are exceptionally strong and transitions for children are smooth. Assessments are used very successfully to monitor, evaluate and plan for their future progress.

Staff have introduced highly effective systems to monitor and evaluate the nursery practice. They recognise the benefits of reflecting upon their practice and have identified several appropriate areas in which to drive further improvement. For example, they have recently attended training in heuristic play and plan to involve

parents in using this method of learning at home. The nursery staff demonstrate a high level of commitment to further professional development, in order to continually extend their skills and knowledge. Senior management are fully supportive, actively involved and committed to maintaining high standards for the nursery children and staff.

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

Children are actively engaged in purposeful and worthwhile activities based upon their individual preferences and abilities. They have established exceptionally strong and positive relationships with adults and other children. The pre-school children are currently exploring fire safety and discuss what they will need in order to create a role play fire station and fire engine. They are greatly anticipating a visit from a parent, who is also a fire officer. Children agree that they will need a telephone to receive emergency calls, a hose and some hard hats. They find hoses, dress as fire officers and instigate enjoyable and sustained role play. Staff skilfully interact to promote children's language development during this activity.

Children of all ages are rapidly developing their future skills. Some enjoy making individual artistic creations using protractors, pens and pencils, paper and rulers. They problem solve when playing with the sorting and matching bears and number cards. Children are developing an excellent awareness of equality and diversity through use of good quality 'small world people' depicting the range of people in the local community and wider world. They play an active role in the local community, as they are involved in local projects and have established strong links with community groups. Wonderful drawings of friends and family are prominently and attractively displayed on the play room walls, along with greetings from a range of different languages. Children greatly enjoy visits to local places of interest, such as the library. Older children are developing an excellent understanding of the wider world, as they use a world map to identify where they live and consider the most appropriate form of transport to travel to other countries.

Nursery children benefit from excellent opportunities to explore and investigate the outdoor learning environment. They have collected a wide range of natural materials during autumn which are attractively stored in wicker baskets. They enjoy Forest School activities each Friday, when they are able to study insects with magnifying glasses, make dens, observe growth and the changing weather and seasons. They are developing an excellent understanding of maintaining their own good health through growing their own fruit and vegetables, eating healthy and nutritious snacks and meals and having free access to fresh drinking water at all times. Excellent hygiene procedures are followed in the nursery and as a result, children understand the importance of keeping themselves and their environment clean.

Toddlers are busy and occupied in both adult-led and self-initiated activities. They competently construct a train track and take it in turns to navigate the track. They

concentrate exceptionally well to thread coloured cotton reels and match plastic bears. Attractive collages are displayed on the walls which show that children have been exploring and identifying primary colours. Babies are extremely well cared for by attentive and sensitive staff. As a result, they are exceptionally settled, happy and content. Their photograph is attractively displayed at low level. As a result, they have developed a strong sense of belonging. Whole group time is greatly enjoyed, as they sing action songs and rattle musical instruments along to the music. Babies are competent in their use of interactive toys. They have created a wonderful autumn tree with individual hand prints. Shoes are removed before entering the baby room to ensure that floors remain clean and hygienic for babies to crawl on. Babies actively help to tidy away toys after use and are therefore, developing a strong sense of responsibility. Overall, there is evidence that children's welfare needs are exceptionally well met and that they are making outstanding levels of progress during their time at the setting.

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?	1
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	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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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