

Headstart Day & After School Care Limited

Inspection report for early years provision

Unique reference number

EY271047

Inspection date

28/02/2012

Inspector

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Setting address

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Headstart Nursery and Out Of School Club was registered in in 2003 and is operated by Headstart Day & After School Limited. The setting operates from five rooms of a converted church building in South Ockendon, Essex. There is level access entry and all children share access to a secure, enclosed outdoor play area.

The nursery opens Monday to Friday, all year round, except bank holidays. Sessions are from 7.30am until 7pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 76 children may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 31 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years up to 11 years. Staff escort children to and from local primary schools. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 20 members of child care staff. Of these, 13 hold appropriate early years qualifications, one of whom has Early Years Professional Status and three are working towards it. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming and friendly environment where children are valued and included. Children's welfare is generally safeguarded, however, risk assessments are not always undertaken and this does not fully promote children's welfare. Children are making steady progress in their learning and development because the staff know the children well and plan for their individual needs. The strong emphasis on partnerships support children who speak English as an additional language and those with special educational needs and/or disabilities. The nursery shows a strong commitment to maintaining continuous improvement and staff identify strengths and weaknesses in provision as part of an effective self-evaluation system.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need

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arises. The risk assessment must identify aspects of the environment that need to be checked on a regular basis and a record maintained of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).

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

- promote children's development of problem solving, reasoning and numeracy by providing a range of opportunities and adult support to practise these skills
- extend opportunities for writing during role-play, labelling and other activities on a daily basis
- develop the use of the outdoor play area to further enhance children's learning opportunities in all six areas of learning
- promote good hygiene practices by washing hands before snacks, as well as before lunch.

The effectiveness of leadership and management of the early years provision

Designated staff have recently attended safeguarding training and regularly monitor the knowledge of the staff team. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Robust recruitment and vetting procedures ensure children are cared for by suitable adults. Photographs of staff, with their qualifications and date of their Criminal Record Bureau check are displayed on the notice board. The security of the premises is well maintained throughout and there are effective procedures in place to ensure the safe arrival and collection of children. Children are protected from people who have not been vetted, as visitors are supervised at all times and sign in and out. Risk assessments identify potential hazards, however, although daily checks are undertaken indoors, the record of aspects of the environment that need to be checked outdoors is not maintained, which is a breach of the welfare requirements. Risk assessments are not always undertaken with sufficient detail for every outing and this could compromise the children's safety. Fire drills are practised regularly so children are familiar with the evacuation procedures. All staff have a clear understanding of their roles and responsibilities if an emergency evacuation becomes necessary. Staff have paediatric first aid qualifications to facilitate an appropriate response in an emergency.

The routines for the day and the deployment of resources are organised to enable children to make choices in their play. Staff ratios are at the required levels and this provides children with support as they play and learn. The school garden is accessed during the session and an additional garden is currently being developed to enable children of different ages to have an appropriately resourced outdoor space. An emphasis on continued professional development leads to continual improvement in the provision. For example, since last inspection an effective

behaviour policy has been written and supports the staff well. Families are now encouraged to share their home culture with all the children in the nursery, for instance, by coming in and cooking with them. Parents are given daily feedback about their child and information about the early years foundation stage is shared with them. However, recommendations from last inspection on the quality of provision in numeracy and literacy are still being addressed. The management demonstrate a good commitment to improving their practice and have a clear vision for the future to maintain continuous improvement. They work closely together to find and implement systems to develop the provision. Staff evaluate their practices together with the leadership team. Weekly monitoring of the classrooms and planning has ensured that individual children's needs are satisfactorily met.

Staff have formed very effective links with the local early years department and this has provided support for development of the nursery and after school club. Effective relationships with other provisions and professionals involved with the children are well-established and contribute to supporting children's welfare and learning. Detailed individual education plans and sensitive support to children who have special educational needs means that the individual needs of all children are met and all children are included fully in the life of the setting. Children who speak English as an additional language are encouraged to learn new vocabulary. Good systems are also in place for communication with the local school. Nursery staff visit the school to ensure that provision for the children mirrors that in the school, which provides a consistent approach for the children who attend both settings. The staff attend transition meetings and teachers visit the setting. Children's development profiles are shared. Consequently, children move smoothly onto the next phase in their education. Information on the early years foundation stage, which is displayed, helps parents to understand their children's learning and development.

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

Children generally enjoy being at the setting, they are well settled and familiar with their key worker and routines because the staff are sensitive to meeting individual needs. Children are able to move freely around their room as the staff provide a range of learning activities for the children to engage with, which reflect the six areas of learning. Independence is reinforced, for instance, by staff encouraging children to spread their own crackers. Good health is promoted effectively by the setting. Children are encouraged to wash their hands before each meal and after using the bathroom, but not always before snacks. They are starting to learn about making good choices in food because the setting offers healthy options for breakfast. This includes cereals and wholemeal toast and snacks of fruit, crackers with cheese or jam and milk. Fresh drinking water is also available at all times for the children. Hot lunches and dinners are freshly cooked and are regularly reviewed to take into account parental preferences and nutritional guidance. The nursery has good procedures in place to ensure that children's individual dietary requirements are met. Children have opportunities to experience outdoor play on a regular basis and their physical development is promoted as they ride trikes, play

with balls and hoops and climb up the climbing frames.

Staff observe children regularly and plan their next steps with care. Consequently, children are generally making satisfactory progress in all learning areas. Babies' development is supported well through having access to a good range of suitable resources in their play. Children are generally confident communicators and older children learn to recognise their own names through self-registration. The home corner offers good opportunities for children to express themselves freely in role play, however, there are limited opportunities for children to write for a purpose. Older children are beginning to show an understanding of letter sound links, as they identify letters and suggest words beginning with the initial sound. Although there are personal targets set for numeracy, there are insufficient well-planned opportunities for children to problem solve, count and recognise numerals throughout the day. Children demonstrate their growing understanding of the world around them as they discuss appropriate clothing for the weather and the roles of people who help us. Younger children enjoy the tactile play on offer as they have fun with trays of dry cereals. Children delight in making their own music using an assortment of metallic containers and enjoy singing together, particularly action rhymes. They have access to electronic resources that include a computer and a compact disc player.

Children behave generally well in the setting because staff give clear explanations and set appropriate boundaries, which also help develop an awareness of their personal safety. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff make effective use of activities, such as cooking African dishes for Black History Month or creative work connected to Chinese New Year, to introduce new ideas and promote diversity.

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	2

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	2
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	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

The quality of the provision in the Early Years Foundation Stage	3
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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register section of the report (Suitability and safety of premises and equipment). 13/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability and safety of premises and equipment). 13/03/2012