

Headstart

The School House, Brook Lane, Walsall Wood, Walsall, West Midlands, WS9 9NA

Inspection date	08/10/2012
Previous inspection date	25/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The educational programmes have depth and breadth, and staff demonstrate a secure knowledge of how children learn. Children show an enthusiasm for learning and make good progress as they learn through their play.
- Children communicate well as staff effectively model language and encourage the development of children's reading, listening and speaking skills.
- Well-planned activities and innovative resources indoors extend children's understanding of number, size and volume.
- Children feel safe and secure in this nursery. They have formed strong and trusting relationships with and are cared for by dedicated staff, have familiar routines and are valued as unique individuals.

It is not yet outstanding because

- The opportunities for younger children to access and extend their learning in the outside environment have not yet been fully embraced.
- Children cannot fully develop their independence at snack and mealtimes as they do not currently pour their own drinks and help to prepare snacks of fruit.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms on the ground and first floor of the nursery.
 - The inspector looked at children's assessment records, planning documentation, evidence of the suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents, some of whom were spoken to on the day of the inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

Headstart is privately owned and operates from a house within the premises of St John's Primary School in Walsall Wood, Walsall. The nursery serves the local area. There are two playrooms in the setting, one of which is on the first floor. There is a ramp which aids accessibility to the ground floor. The setting opens five days a week all year round, with the exception of bank holidays, two weeks at Christmas and two weeks during the summer holidays. Sessions for early years children are from 7.30am until 6pm. Sessions

for school age children are from 3.10pm until 6pm and from 7.30am until 6pm during the school holidays Children are able to attend for a variety of sessions.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children with English as an additional language. playroom. There are currently 80 children on roll, of whom 25 children are in the early years age group. The nursery also offers care to children aged five years to 11 years. It receives funding for the provision of free early education to three- and four-year-olds.

The setting employs six members of childcare staff, including the manager. Of these, five hold a level 3 qualification and one holds level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities for children to move freely between the indoors and outside and develop the use of the outdoor environment so that young children can investigate features, for example, a mound, a path or a wall
- develop opportunities for children to pour their own drinks and serve their own food.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children eagerly take part in an appropriate range of activities where their individual needs are considered. Practitioners demonstrate a strong understanding of how to engage children's interest and recognise that children learn through their play. The staff team are successfully supported by the owner and have a sound awareness of effective learning strategies. Observations and assessments of children's progress and their next steps are linked. This enables staff to show the progression each child is making and identify the next steps in their learning. Overall, planning for each child includes all areas of learning and ensures that each aspect is included. The planning is often adapted as this takes into account children's interests. Children's starting points on entry to the setting are assessed so that activities provided closely meet their individual needs. Parents complete an 'all about me' profile that gives details about their child's preferences, stage of development and play choices. Children are confident and have formed trusting relationships with the staff who care for them, ensuring they feel secure and safe.

Children have access to a good range of resources and play materials that cover the seven

areas of learning. These are stored so that children can access them independently, which enables them to make their own choices about their play. Resources are widened to accommodate the needs of the older children who attend before and after school. They use a range of board games and have access to craft materials. Younger children enjoy selecting their own books and sit with the staff to read these together. The indoor space in the nursery is well used as children change rooms during the day, which gives them more challenge and sustains their interest. Pre-school children enjoy role play where they pretend to serve each other meals, dress up and act out their imaginary experiences. Here they work with other children, recognising their play is much enhanced when they include others. They enjoy one-to-one time with their key person which provides them with plenty of support and time for focused learning.

Successful strategies are in place to enhance learning opportunities for children who speak English as an additional language. This is achieved through the introduction of additional support and individual learning opportunities so that children increase in confidence and further develop their skills in learning English. Children communicate very effectively; they listen carefully as a group during story time and practice their mark-making skills through painting and writing activities. They confidently share details of their own experiences during one-to-one work with staff and through carefully directed discussions. This promotes their relationships with other children as they listen to each other and start to develop friendships. Children are encouraged to be confident talkers as staff are skilled in developing their interests and ask well-placed questions that encourage children to think and reflect on their experiences. For example, children discuss the characteristics of a spider and staff extend this discussion to include mathematical aspects, such as encouraging children to count the spider's legs. Activities that encourage children to compare number, length and height using innovative resources and practical activities promote their understanding. For example, children work well together as they use interlocking bricks to create a tower that is both strong and taller than themselves. Staff encourage children's independence as they make joint decisions and offer suggestions that children use to improve their activity. Older children who attend the out of school sessions are consulted regarding the activities they prefer so that the planning reflects their needs and interests.

The contribution of the early years provision to the well-being of children

Children form secure emotional attachments due to the skill and dedication of the staff, who understand the needs of each child and treat them as individuals. Staff are effectively deployed and this, alongside the effective key person system, ensures that each child is supported as they play and learn. This also provides a strong foundation for all children as they develop their curiosity to explore their environment.

Children enjoy a social time at snack and mealtimes. They sit with each other and staff and have nutritionally balanced meals where their dietary preferences are accommodated. However, opportunities for the more able children to further develop their independence at meal times are limited as staff pour their drinks and cut up their food. Children play well together. They understand the expectations for behaviour within the nursery and gladly share and take turns with others. They negotiate with each other during role play games

and they display a good awareness of taking responsibility for their own safety as they remind their friends to hold onto the handrail when going up and down the stairs.

Children are developing an awareness of the wider world because they have access to a good range of play materials and books that celebrate diversity. They are encouraged to become aware of the world around them as they enjoy walks to local nature areas. They discuss similarities and differences observed. The out of school sessions are well managed as children are collected safely from the host school, and the premises are adapted well to accommodate the care of both older and younger children. However, access to the outdoors is currently more limited for younger children, along with opportunities for them to investigate features, such as mounds, a path or a wall.

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

The owner of the nursery and the staff team demonstrate commitment as they continue to develop their practice so they can improve outcomes for all children. Systems for self-evaluation are implemented and effectively identify their plans for the future. The views of parents have been sought through discussion and the management team value these, finding parental opinions very useful when driving forward improvements. There are regular staff meetings where children's progress, individual planning needs and overall nursery developments are discussed. Training opportunities and individual staff development are carefully monitored by the manager to ensure all staff develop professionally. Newsletters to parents are sent home regularly to keep them well informed of nursery activities. Suitable recruitment and induction systems are in place and the staff team are actively supported to keep their knowledge up to date through attending training courses. Partnerships with outside agencies and the host school are well established. This ensures that advice and support for all children is accessed and readily shared to promote continuity for children in their care and learning.

Procedures for the observing and assessing children's learning are well established. Their progression is monitored using review systems and their next steps in learning identified. Strong partnerships with parents and effective communication with staff enables parents to play an active part in their child's learning at the nursery. For example, they are encouraged to complete home learning books to provide information to staff about their child's progress at home. Parents are also advised on how they can continue with their child's education in the home setting through activities that children like and enjoy. Arrangements for safeguarding children within the provision are effective. All staff understand the importance of following the Local Safeguarding Children Board procedures in the event of any concerns, and the manager ensures they access relevant training as well as offering in-house training and revision. The nursery provides a welcoming and safe environment where children's needs are well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY246621
Local authority	Walsall
Inspection number	819701
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	62
Number of children on roll	80
Name of provider	Sandra Anne Adams
Date of previous inspection	25/06/2009
Telephone number	01543 453996

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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