

Flying Start Nursery

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Flying Start Nursery is privately owned and was registered in 2012. It operates from three dedicated playrooms in a converted part of office premises in Lytham St Annes, Lancashire. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, closing for one week at Christmas. Sessions are from 8am until 6pm with children able to attend for a variety of sessions. A maximum of 52 children may attend the nursery at any one time. There are currently 18 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs three members of child care staff, of whom two hold National Vocational Qualifications at Level 4 or above. Both managers have held previous management positions within other nurseries. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning with success as they move freely in a well-planned environment making good progress towards the early learning goals. The learning environment is fully inclusive, safe and secure, promoting children's independence and their good behaviour. Equality and diversity is promoted for all. All required policies and procedures are in place and implemented. Partnerships with parents are good, promoting children's welfare and learning. Partnerships with others are satisfactory. Those in charge are committed to the evaluation of the setting resulting in the identification of realistic and achievable plans for improvement.

What steps need to be taken to improve provision further?

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

- extend children's thinking by ensuring a more consistent approach to the use of open-ended questioning and practitioner's intervention to support children's learning and development both within the indoor and outdoor environment.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as all practitioners are aware of their role in protecting children and keeping them safe. They are confident of whom to report any child protection concerns to and understand the comprehensive supporting procedures that are in place. The vetting procedure is robust and includes the completion of a Criminal Records Bureau check to determine practitioner's suitability to be with the children. Through the comprehensive induction procedures, individual appraisals, training and team meetings, practitioners' ongoing suitability is monitored to ensure they are suitable to be with the children. The setting has in place all the required policies and procedures to support the efficient and safe management of the setting. Risk assessments and daily checklists are completed for both the indoor and outdoor areas meaning children can play safely. The management team are committed, enthusiastic and positive about change to improve outcomes for all. The effectiveness of embedding ambition and driving improvement is good as they have a clear and realistic view of the service they offer. This enables them to devise clear action plans to develop the service, including developing a healthy eating area and reviewing the outdoor play facilities.

Practitioners work well with parents and carers creating good channels of communication. They share meaningful information with them and parents can access their children's learning journey record at all times. This promotes continuity in their children's learning and progress. The good communication channels, for example, questionnaires, verbal discussions each day and the displaying of all policies and procedures mean all parents are kept informed about the service provided for their child. Comments from parents are very positive, especially about the progress their children are making, the welcoming environment and the friendly staff. Relationships with other agencies are satisfactory, as although the practitioners are fully aware of the need to make relationships, there are no children involved with other agencies or who attend other settings. The staff promote equality and diversity as they build children's understanding of the differences of people and provide an inclusive environment in which children can make choices and good decisions regarding their play.

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

The practitioners' good understanding of the Early Years Foundation Stage enables them to plan an educational programme to ensure children make good progress towards the early learning goals. Their starting points are established by the completion of meaningful documentation with the parents, for example, an 'All about me' booklet. The good use of the comprehensive observation and assessment procedure further enables practitioners to identify children's individual learning and development needs. Monitoring systems are in place to ensure children are given a rounded approach to their development with individual planning for each child linking clearly to the early learning goals. This is

complimented by the good system for the tracking of children's progress which focuses on each child's interests and needs, identifying their next steps for learning. Children access all the areas of continuous provision as they make decisions regarding what they wish to play with. They take part in a good balance of adult-led and child-initiated activities, for example, construction, role play and book corners. Practitioners lead on story time and the more focused activities, such as planned creative work. Although practitioners are mostly asking open-ended questions and supporting children in their learning, this is not consistently applied to support children's learning and thinking in both the inside and outside environment.

Children delight in playing outdoors as they climb on the slide and laugh and giggle as they slide down and readily run back round to take their turn again. They enjoy splashing in the puddles as they jump up and down developing their physical skills. They play with the chippings as they fill containers, emptying and pouring the stones from containers as they become aware of concepts, such as 'full' and 'empty'. They access books and enjoy story time, joining in with the story line as they laugh and remain engaged. They are enthralled as they develop their language, communication and literacy skills. They delight in role playing using their imagination as they act out the roles of the adult, such as ironing, cooking and making tea. Children move freely and confidently being very engaged and motivated in their play. They play and learn in an inclusive environment in which their understanding of diversity is promoted. They observe good displays of pictures representing the differences and similarities of people and use resources that assist them in learning about the people of the world.

Children are supported to attend to their own personal needs in the bathroom and to manage their own clothing when playing outside. Through observing good hygiene practices with staff and taking part in planned topics to develop their understanding they learn about their bodies and how to make healthy choices. At snack and lunch time children serve themselves and take great pride in deciding how much they want to eat, and manage the crockery competently. Overall, children play and learn in an environment that develops good attitudes to learning and encourages them to become active and interested learners.

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?	2
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	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	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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