

Flying Start Nursery at Grittleton House School

Grittleton House School, The Street, Grittleton, CHIPPENHAM, Wiltshire, SN14 6AP

Inspection date

21/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Caring relationships with the staff increase children's confidence and they quickly settle demonstrating that they feel safe and secure.
- The staff work together well as a team and have a secure understanding of how children learn.
- Staff plan a good variety of activities which encourage children to become involved
- Children enjoy outdoor play with the older children climbing on the large equipment and exploring in the woods.

It is not yet outstanding because

- Staff do not always follow existing systems to ensure they gain information from parents about what children can do before they start attending.
- The system for performance management of staff and professional development is not fully developed.

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.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector carried out a joint observation with the manager.
- The inspector looked at planning documentation and policies.
- The inspector checked evidence of suitability of practitioners working with the children.
- The inspector talked with the manager and the Nominated Person and took account of the views of parents and carers spoken to on the day.

Inspector

Karen Prager

Full Report

Information about the setting

The Tiny Tots group at Flying Start Nursery registered in 2012. The nursery is an integral part of Grittleton House School, near Chippenham, Wiltshire. The Tiny Tots group is registered on the Early Years Register to care for children aged two years. There are currently three children on roll who attend for a variety of sessions. The sessions are held on Mondays, Wednesday and Fridays from 9am to 1pm. Children attend during term time only.

Children are mainly cared for in the nursery unit, with some shared access to communal indoor play space. All children have access to secure outdoor play areas and regularly use the school grounds. Children older than two years who attend are covered by the school registration and requirements.

What the setting needs to do to improve further

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

- strengthen systems for monitoring and supporting staff performance and development.
- strengthen systems for parents to share information about their children's stage of development when children first start attending.

Inspection judgements

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

Children benefit from a varied programme of activities which cover all seven areas of learning. They engage well, for example, concentrating on the sound they make as they tap instruments and carefully spoon the beads into the bottle. They explore outdoors, finding items which smell nice to share with their friends. Staff set out the new Noah's Ark and characters on the large rug, and children quickly settle to play alongside their friends. Staff are skilled at talking with children so that they feel comfortable and talk about what they are doing. Staff talk to parents about the children before they start attending though the current systems do not encourage full sharing of information about what children can do.

The high quality staff interactions with children effectively promote their communication and language development. The staff use clear language that is appropriate to children's understanding. Staff are very aware that some children are less confident than others and take time to allow them to speak without pressure.

Through close observation and ongoing discussion with parents the staff gain a good understanding of the needs of each child over time. They use this knowledge to support each child so that they all make good progress in their learning and development. The key person keeps a record of her observations. Over time she collates these into a learning journal which are available to parents when they visit. Parents know what their children are doing because the staff inform parents each week about the forthcoming activities and they are invited to comment about their child's development.

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

Staff create a calm and welcoming environment. Children settle well and form secure attachments with the staff as they are cared for in a small group with a consistent staff team. Their gentle approach and clear explanations means that children know what is expected and they behave very well. Children develop independence as they freely select what they want to play with from the good range of toys in the play room. These are of good quality and support learning across the seven areas of learning.

Children enjoy a daily session of outdoor play. The enclosed play space is equipped with large toys, which encourage children's development in climbing, balancing and crawling. They sit and look at books in the shelter, and sometimes care for the plants they have grown. Children explore the natural environment during their regular visits to the extensive school grounds. Staff are currently extending this with dinosaur and fairy gardens in the enclosed play space. The activities around the school grounds encourage children to consider what is safe for them and supports them in leading an active, healthy life. Staff carefully support children as they climb so they develop confidence and control of their body and so reduce the risk of accidents.

Children follow good hygiene routines and they talk about why they wash their hands. Children know they can get their drink if they are thirsty and they sit together to eat snacks and their lunch. This group time further encourages children to take turns and listen to others. They are encouraged to think about healthy eating as reflected in the foods that they enjoy. Children benefit from the daily opportunities to play with the older children in the nursery. They develop confidence as they interact with a larger group of children sharing the toys and activities and co-operating on the rocker. This prepares them well for their next stage of learning, both within the nursery and to other settings.

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

The manager and room leader have a secure understanding of the areas of learning and how children learn. They have a clear understanding of their responsibility for assessing children's progress and supporting children's development of knowledge, skills and understanding. The room leader accurately assesses children's progress and puts effective strategies in place to support children when necessary. All staff know the children well and share their knowledge with parents, both verbally and in the communication book and the learning journal when established.

Safeguarding procedures are robust because the effective procedures are securely embedded. Staff assess risks appropriately. Staff are vigilant and adjust their practice when necessary to ensure children stay safe. They have a good understanding of the strengths of the provision. They have a generally good understanding of what needs to improve though planned actions to overcome weaknesses are not always concerted and effective. They do take active steps to improve the provision through training and they willingly accept new ideas and welcome feedback from parents.

The manager regularly observes the staff to assess the quality of their work and staff use a formal review system to reflect on the quality of the provision. The staff engage well with parents developing effective partnerships and sharing information to support children's development. There are good procedures in place to liaise with external agencies to support children and ensure they get the help they need.

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	EY442216
Local authority	Wiltshire
Inspection number	786558
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 2
Total number of places	8
Number of children on roll	3
Name of provider	The Partnership of Grittleton House School
Date of previous inspection	Not applicable
Telephone number	01249782434

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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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