

Headstart Nursery

20 Great Northern Gardens, Bourne, Lincolnshire, PE10 9EH

Inspection date	16/10/2012
Previous inspection date	06/08/2009

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		1
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

- Practitioners are effective role models and relationships are strong at all levels. Children develop good behaviour, with all children demonstrating respect for each other and playing harmoniously together.
- All practitioners have a secure knowledge and understanding of the areas of learning and how children learn.
- There is an exciting and stimulating very well resourced and welcoming environment, both indoors and outdoors. This supports children's all-round development and provides a wide range of experiences that help develop their learning.
- The management team have a very good understanding of their responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.
- All practitioners give high priority to the safety of children and, therefore, children understand how to keep themselves safe and healthy.

It is not yet outstanding because

- On occasions opportunities are missed to extend children's learning.
- Systems to find out about children's starting points on entry, in relation to their learning and development, are in the process of being 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.

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 took a tour of the setting.
- The inspector observed an adult-guided activity jointly with the manager and observed child-initiated play in all the rooms.
- The inspector looked at a sample of 'Learning Journeys' and had a discussion with the key person.
- The inspector examined a selection of the policies and procedures of the setting.
- The inspector had a discussion with the senior management team and the setting's manager.

Inspector

Sharon Alleary

Full Report

Information about the setting

Headstart Nursery is a privately run provision which has been operating since 1994. It is one of a group of four nurseries in Lincolnshire. The nursery operates from a two storey building situated within a short walking distance of the town centre. There is an enclosed outdoor play area attached to the premises. The nursery serves the semi-rural community

and surrounding villages. The nursery is accessed at ground level and there is ample parking provided for staff and parents. A maximum of 80 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year, closing for all bank holidays and the Christmas week. There are currently 67 children from six months to 5 years on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The nursery employs 14 permanent members of staff and four additional bank staff to provide cover. There are 12 members of staff with appropriate early years qualifications for their role. Some staff are working towards higher qualifications. The nursery 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:

- extend children's learning by using conversation and questioning opportunities within routine and child initiated play by: using open ended questions with many possible answers
- develop systems for including parents in children's 'Learning Journeys' by extending information gained on entry about children's starting points.

Inspection judgements

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

Practitioners have a very good understanding of the seven areas of learning and provide exciting and stimulating activities to engage and capture children's interests and attention. Teaching techniques are very good throughout the setting. Children's physical development and number skills are supported as they play a game of 'What's the time Mr Wolf?' Children participate with enthusiasm and scream with delight as they run away from the 'wolf'. Babies' language is fostered very well through conversations and staff use sing song voices to promote engagement. Toddlers make marks as they paint together on a large scale. Older children access the computer independently which develops their technology skills. Routine opportunities are used to extend children's learning, for example, children waiting to wash their hands before snack sing '10 currant buns in a baker's shop' with numbers reducing as each child leaves to wash their hands. This supports mathematical development and communication and language skills.

All practitioners have high expectations of the children and they use their accurate assessments of them to promote their learning and development. For instance, children make cakes using play dough; this activity is extended by baking some real cakes. On occasions, some practitioners miss opportunities to extend children's learning by not asking open ended questions with many possible answers, consequently, children have fewer opportunities to extend their learning. Babies' learning is extended as they post photos behind the mirror and practitioners subsequently follow up this child-initiated play with an adult-guided activity to include posting and sorting.

Children with English as an additional language are fully integrated into the setting. Staff work with these children to develop their English language skills which helps them progress well to achieve their full potential. Staff further support these children by learning words in their home language and using these to encourage their personal, social and emotional development. All children are working comfortably within their age and stage of development.

Key people know their children very well and use their knowledge to engage with parents at the start and end of sessions. Parents are encouraged to support and share information about their children's learning and development at home and, currently, systems are being developed to link children's starting points to the learning and development requirements. This means key persons are effective in using all information about children to match learning to each individual child's needs.

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

All children, including babies, enjoy a warm and close relationship with staff in the setting, especially their key person. They feel secure, and as a result, they are independent in exploring their environment. Practitioners take time throughout the day to spend quality, special time with individual children. All the children enjoy cuddles and close contact at sleep and quiet times. Older children seek to interact with visitors to the setting and confidently ask questions and talk about the setting and their friends.

Children's behaviour is excellent. For example, children line up sensibly after a particularly physical activity and they stand and wait patiently to be counted and then walk carefully back indoors. Adults act as superb role models as they use positive reinforcement at all times, for instance, asking children to use 'Inside voices please'. Children display good manners to each other with no prompting and they play respectfully together, taking turns and sharing. Staff use constant praise and encouragement which helps to promote children's self-esteem. Babies explore their surroundings with confidence challenging themselves and taking risks as they investigate the natural resources in the 'Tuff' spot.

Practitioners place the utmost priority on the safety of children in the setting, concerns are shared and discussed with children, for instance, a practitioner explains about the dangers of a curled up road mat. Children listen carefully when practitioners discuss risks and then, consequently, show they feel safe by displaying confident and self-assured behaviour. Children's understanding of a healthy diet is further enhanced by quality displays at their

level. Parents who provide packed lunches are supported in healthy choices by the setting's 'Top Tips' leaflet. The children go outdoors every day and in the pre-school room the children have free-flow access to the outside play area. Children can manage their own personal needs relative to their age. For example, toddlers wash their hands independently before they have a snack and pre-school children collect their own tissue and put it in the bin, this is followed up by hand washing.

The setting provides an exceptionally well resourced, stimulating and welcoming environment throughout. Both indoors and outdoors the resources support children's all round development and promote learning in all areas. Children help themselves to toys and games as all resources are well labelled, this encourages growing independence and cooperation. Practitioners provide excellent support as children prepare for the next stages in their development. Key people play a large part in settling children into their new room within the setting. Visitors are invited into the setting to introduce children to the wider community, for example, the local police force made a visit to chat to the children. Culture and diversity is very well represented throughout the setting, this further enhances children's understanding of our diverse society.

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

The management team have a very good knowledge and understanding of the educational programmes and they have effectively cascaded this information to the staff team who are all confident in the areas of learning and how children learn. They have embraced the revised Statutory Framework for the Early Years Foundation Stage. Monitoring of the learning and development is detailed and effective. The management team examine planning and assessments to maintain consistency and an accurate understanding of children's skills, abilities and progress. The setting are developing and enhancing their currently effective monitoring system by introducing a new recording system.

Children are safeguarded well. All practitioners have a good knowledge of child protection procedures and what to do if they are worried about a child. Very good recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. All aspects of the environment, both indoors and outdoors, are subject to thorough regular risk assessments. This ensures children are cared for in a safe environment. A wide range of policies and procedures underpin the efficient running of the setting.

The management team work closely with staff and parents to monitor the setting, identifying strengths and areas for further improvement. A thorough self-evaluation details, for example, how the setting has plans to continue with the current re-decoration project. Recommendations from the previous inspection have been successfully applied. The new manager of the setting has a positive attitude towards monitoring and supervising performance to ensure consistency. Through regular appraisals staff are encouraged to enhance their knowledge and understanding of good practice by attending

courses that benefit themselves and the setting. Very good partnerships with parents and other agencies are fostered. Appropriate interventions are welcomed to secure the support children need, for instance, visits from 'Home Start' and physiotherapists.

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	EY217824
Local authority	Lincolnshire
Inspection number	819538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	67
Name of provider	Diane Smith & Susan Jenkins
Date of previous inspection	06/08/2009
Telephone number	01778 393925

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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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