

# My Start 2 Nursery

Aspley Bells Lane Childrens Centre, Amesbury Circus, NOTTINGHAM, NG8 6DD

## Inspection date

Previous inspection date

19/11/2012

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

- Accurate assessments are made of children's achievements, therefore, all children make good progress in all areas of learning and development.
- Children who speak English as an additional language are supported well. They gain confidence in speaking English because their home language is known and valued.
- Staff are caring and warm, making children feel welcome in the setting, which enhances their self-esteem.
- The manager maintains a good overview of the educational programme, which effectively supports children's good levels of progress.
- Systems of induction ensure that all staff have a clear understanding of the policies and procedures of the setting and their own role and responsibilities.

### It is not yet outstanding because

- Monitoring of the setting is not rigorous with regard to effective contingency arrangements to cover staff absences. Therefore, children do not consistently benefit from high levels of interaction, to extend their learning and provide challenge during these times.

## 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 compulsory part 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 playroom and garden.  
The inspector had a prolonged discussion with the deputy manager and sampled
- documentation, policies and procedures and records, including evidence of staff suitability.
- The inspector took into account the views of parents spoken to on the day.
- The inspector and nursery manager undertook a joint observation and discussed this.
- The inspector spoke to staff and interacted with children throughout the inspection.

## Inspector

Elisabeth Wright

## Full Report

### Information about the setting

My Start 2 Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is one of a number of settings owned by Action 4 Children and operates from purpose built provision within Bells Lane Children's Centre in the Aspley area of Nottingham. The premises are accessed via the main children's centre entrance. Children are cared for in one room with adjoining kitchen and toilet facilities.

There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, term time only. Sessions are from 8.30am until 11.3am and 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 23 children attending, who are within the early years age group. The nursery provides funded early education for two, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- improve the methods of monitoring and evaluating the setting in order to: review the operational plans in relation to staff deployment, to ensure that the quality of teaching and learning for children is not compromised as a result of staff absence; identify and improve the skill levels of all staff in extending learning through questioning and challenge.

### **Inspection judgements**

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

Educational programmes effectively cover all seven areas of development and are complemented by a well-resourced environment. Key persons make connections between their observations of children and accurately assess their level of progress, using 'Development Matters in the Early Years Foundation Stage' guidance to guide their assessments and set next steps. Planning focusses on identified needs across all areas of development. Consequently, children make good progress in their learning and development. Children who speak English as an additional language are supported effectively, which means that they progress well in their acquisition of English. Lists of words that are used by staff to support interaction include words to praise children in their home language, which significantly enhances their self-esteem. Children who have special educational needs and/or disabilities receive appropriate support. Adaptations made to activities ensure that the needs of all children are well supported and that their own choices and interests are included.

Qualified practitioners demonstrate a secure understanding of how to promote the

learning and development of young children. Children's learning aims are supported through interaction and involvement in their own play choices. Staff are enthusiastic when leading adult-led activities, which keeps children engaged and invites their participation. For example, younger children's attention is engaged before story time by using musical instruments to focus their listening skills. This is enhanced by a member of staff, who introduces descriptive vocabulary for the sounds they are making.

Children develop good physical skills because they play outside regularly in all weathers. They enjoy going outside in the rain, using umbrellas to keep themselves dry, which they twirl around enthusiastically. Spontaneous opportunities like this are used effectively to promote learning, for example, as a member of staff encourages them to feel the rain and describe what it is like. A wealth of printed words and labels means children understand that words have specific meanings. They easily recognise their own names on coat pegs and trays. Good resources for making marks encourage drawing and pencil control. Staff use language to describe number, weight and volume as children play with sand and water.

Partnerships with parents are good. Parents spoken to feel that they are well informed about their children's learning and development. They especially enjoy the drawings and craft work children bring home, as this demonstrates the progression their child is making over time. Starting points are discussed with parents when children are registered at the setting, providing a shared understanding of each child's level of development that is then built on.

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

Children's health and understanding of how to support their own healthy lifestyles are supported well. They have frequent opportunities to play outside in fresh air. Meals and snacks provided are nutritious and organised to ensure that children attending for either session experience a mealtime as well as a snack. Children are encouraged to serve themselves, which develops their independence and self-care skills. They eagerly spoon raisins and apricots and think carefully before deciding whether they would like milk or water. Hygiene routines are effective in supporting children's developing understanding of self-care and they spontaneously go to wash their hands when coming in from the garden for snack. Younger children arriving for lunch are helped to wash their hands by parents, therefore, they benefit from a consistent approach.

Safety is promoted well in the setting. Children develop a good understanding of how to support their own safety and self-care. Staff encourage them to look around and assess safety for themselves and to take action to support this. Children going outside in the morning session notice that there is rain water on the slide. They use paper towels to clean and dry the puddle before they use the slide. Behaviour is managed well. Clear directions given by staff ensure that they clearly know what is expected of them. When a child begins to run around the room, a member of staff first tells the child why they must not run indoors and then suggests that they might like to join her for a picnic in the role play area. The child soon becomes engaged in this activity, focussing once more on

purposeful play.

The setting has a wide range of high quality resources, which are organised and used effectively to create a stimulating and fun environment for children. They relax in cosy areas, or play actively using physical skills inside and outdoors. Children benefit from the warmth and welcome they receive from friendly staff, who are engaged with them and attentive to their needs. Key persons have a secure knowledge of individual children's care needs, gathered from interaction with parents and their intimate knowledge of the children. This ensures that good bonds are formed and children feel secure. Children are encouraged to make their own choices, initiate play ideas and develop independence. Therefore, they are developing skills and abilities that effectively support their future move on to school.

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

Children's welfare is given a strong priority by the setting. Safeguarding policies and procedures are included as part of a rigorous induction process for staff. Therefore, staff demonstrate a secure understanding of the signs and symptoms of possible abuse and of their role and responsibility in recording and reporting those concerns. The setting has robust recruitment and vetting procedures in place to ensure the suitability of staff to work with children. Written risk assessments and daily checks ensure that children play and learn in a safe environment. Monitoring of the safeguarding and welfare requirements is secure.

Systems of self-evaluation include contributions made from parents' comments and discussions, which are valued. The deputy manager monitors the educational programme well, maintaining a good overview of children's progress. Children are discussed in regular team meetings, therefore, all staff are aware of adaptations and strategies that need to be followed. The nursery manager, who oversees the setting, conducts regular appraisals with staff, which identify most targets for development and staff are encouraged to progress in their childcare qualifications. However, contingency arrangements to cover unexpected staff absence are not fully secure, with regard to the qualification levels of staff. Ratios are maintained with regard to supervision and therefore, this has little impact on maintaining children's welfare and consistency of care. Action was taken by the nursery manager to address this with immediate effect. This also, somewhat, impedes the quality of staff interactions in supporting and extending children's learning during these times. The setting relies heavily on the expertise of the qualified staff. Therefore, some training needs in extending children's learning through skilful questioning and interaction have not been identified and acted upon for all staff.

The setting has a strong commitment to supporting parents and working effectively with other professionals for the benefit of the children. Changes have been made to enable more parents to attend parent's evenings by changing the times and availability of staff for those, who find attending in the evenings difficult.

## The Childcare Register

The requirements for the compulsory 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

<b>Unique reference number</b>	EY445956
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	797878
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Action for Children
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01159791171

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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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