

Flying Start Nursery - Saltash

Cornwall College Saltash, Church Road, SALTASH, Cornwall, PL12 4AE

Inspection date

Previous inspection date

30/11/2012

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

- Children are confident, sociable and settled . They make good progress in their learning and development.
- The staff promote inclusive practice extremely well, working with parents and other agencies
- The strong senior management team monitors the effectiveness of the provision well. Staff are well supported and many successful changes have been made recently to improve the quality of the provision.
- Staff work well as a team, effectively supporting children as they move through the nursery and on to full time education

It is not yet outstanding because

- Outdoor activities are not always planned successfully so that children can enjoy them fully in all weather.
- Older children's privacy is not always fostered when they use the bathroom facilities.

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 children's play in all areas indoors and outside.
- The inspector talked with some staff from each room, some parents and held discussions with manager and senior management.
- The inspector examined a range of documentation including records of staff's suitability, samples of children's records, and development plans.
- The inspector was shown the nursery's website.

Inspector

Sara Frost

Full Report

Information about the setting

Flying Start Day Nursery at Saltash College opened in 1999, and re-registered in 2011. It is owned and managed by Flying Start (S.W.) Limited and it is part of a chain of nine settings in Cornwall and Devon. It operates from its own premises in the grounds of Saltash College. It is within walking distance of Saltash town and serves the College and the local community. There are currently 98 children on roll, aged from five months to 10 years. Children attend for various sessions, and the nursery is open from 7.30am to 6pm,

five days a week, all the year round apart from bank holidays. The setting receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and /or disabilities, and supports those who are learning English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery staff collect children from the local primary schools and offers an after school provision for children up to the age of 11 years. The nursery employs 14 members of staff, who work directly with the children and 11 of them have an appropriate early years qualification and three are working towards a qualification with the company's training section. The nursery also employs a cook to prepare the meals and a part-time cleaner. The setting receives advisory support from the local authority, their in-house trainer and also from the owner, who is an Early Years teacher and Early Years Practitioner.

What the setting needs to do to improve further

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

- consider ways to organise outdoor play activities so that children can engage in them fully, even in inclement weather
- support children's growing independence as they do things for themselves, such as allowing them privacy when they use the toilet

Inspection judgements

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

Staff plan an interesting range of enjoyable activities throughout the nursery groups, engaging children's interest. Planning shows all areas of learning are successfully covered and children's individual children's learning development is actively promoted. Children make good progress given their starting points. Staff engage with children, encouraging their learning and development for example as they act out a favourite story. Extending children's vocabulary as they discuss, 'squelching'. Children's interest is engaged as staff ask appropriate questions such as, 'I wonder where'; this further encourages older children's thinking and conversational skills. Younger children babble and chat as staff respond to sounds they make, encouraging early communication skills. Staff effectively build on children's enthusiasm and intrigue as children hunt for bugs. Children confidently talk about 'worms burrowing under ground to find their home'. Staff respond well to

younger children allowing toddlers to investigate sounds they can hear when outside playing. For example, opening the garden gate so children can see the machinery they could hear. Children enjoy sharing books and stories, both indoors and outside. Older children act out as the retell their favourite stories when outdoors. Toddlers also experience opportunities of having stories read to them both indoors and outside.

Staff are overall attentive to children's individual needs. Toddlers playing outside have the choice to take their play inside particularly in very cold weather. Although staff ensure children wrap up warm in outdoor clothes the story area provided is not particularly well organised to protect children against the elements. Children are encouraged to develop their independence as staff give children time and space to follow their chosen play. For example, toddlers become interested in various sizes of pine cones, exploring textures as they turn them around in their hands.

Children develop their early mathematical skills, in everyday routines. Staff encourage children to discuss numeracy as they play in the shop. The role play shop further encourages children's experience of using real money, discussing prices in pounds. Children explore using technology as they scan items, use interactive tills and microphones. They interact happily with other children in their chosen roles.

Organised visits from the fire, police and ambulance services to the nursery widen children's awareness of keeping themselves safe.

The nursery has well documented assessment processes, which aid key staff in monitoring children's learning and development. Parents are asked about what their children can do when they first start using questionnaires and discussions with children's key person. Ongoing planning effectively supports children as they progress through the nursery.

The nursery staff work extremely hard to provide an inclusive environment. Labelling throughout the nursery in children's home languages, use of signing and picture aids all help to promote communication between children, staff and parents and show that everyone is welcome.

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

Children happily settle in their respective rooms, particularly younger children who have recently started or those who have been away due to illness. Children quickly develop confidence and independence, eager to explore around the room and the outdoor environment. This is due to the warm, friendly and welcoming atmosphere within the nursery and the well organised settling in processes, enabling each child's 'key person' to establish children's individual needs and develop a good relationship with the child and their parents. Staff demonstrate a good understanding of their key children's needs, for example, how they like to settle down at nap times, respecting children's need to keep a tight hold on their blankets.

Children's behaviour throughout the nursery is good overall, given children's ages and

levels of understanding. Staff provide a consistent approach towards children's behaviour. They effectively support younger children learning to share resources. Smiles and praise encourages and acknowledges children's achievements. Older children play well with each other developing small friendship groups, sharing playthings and amicably resolving issues. Staff remain close by to provide additional support, as required. This promotes a sound basis for children's acquisition of skills as they move through the nursery and on to school.

Staff effectively promote children's hygiene practices Older children become independent in their self-care, such as washing and drying hands, placing used tissues in the bin. However older children's toilet cubicles do not all have doors and therefore their privacy is not assured. The nursery employs a cook to prepare a balanced and nutritious hot lunch for all children. Systems are in place to ensure those preparing meals and staff in each room serving food to the children are fully aware of specific dietary requirements. Younger children sit at a semi-circular low level table; the table allows a member of staff to sit facing children at eye level, feeding those who require support and encouraging others to feed themselves. Older children's confidently serve themselves, using appropriate utensils. Staff acknowledge children's individual needs, for example by offering more food to children who have found their appetite following an illness. The day's menu on display in the entrance area is in written and picture format for all to see. Staff in the younger children's rooms share both written and verbal information with parents with reference to their child's specific care routines, and activities children have undertaken that day.

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

Children's welfare is safeguarded as staff understand their role in child protection and know the procedures to follow should they have a concern about a child in their care. The senior management team uses robust procedures to ensure all staff employed are suitable to work within the nursery environment. For example they initiate suitability checks promptly and seek references. The senior management team recognises recent difficulties within the nursery and additional systems have been implemented to provide appropriate support for all staff. For example, regular supervision, formal monitoring, reviewing of practices and support for all staff in their designated role within the nursery. Senior management actively supports staff to develop their own practices for the benefit of the nursery provision and all who use it through the company's in-house training package or external training. As a result the senior management team demonstrates real enthusiasm and passion to continue to improve the service they provide to the children and families who use the nursery and appropriate support for their staff. Management involve all staff to contribute to the improvement of the nursery. Regular staff meetings are used to discuss current practices, such as, revisiting policies and practices to ensure all staff are familiar with processes within the nursery and development plans for the future. Following previous concerns raised systems are in place to ensure the nursery environment and resources accessible to children are safe and in a good state of cleanliness.

The good links developed with other providers and professionals provide consistency for

children's development and ensure that they receive the appropriate support they need. Staff work well together as a team and good practices are established, as a result children confidently move through the nursery.

Parents' views are sought through various means, for example, via the suggestion box sited in entrance area and use of questionnaires. Senior management collates the information gained and then feeds back to parents how they plan to use their views to improve the provision. Staff work very hard to establish a good working partnership with parents. For instance the nursery's prospectus and policies are available in different languages. Parents state how accommodating staff are to meet their individual child's needs and parents' wishes. Parents comment on how all staff including their child's key person are approachable and very friendly.

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

Not Met registration.
 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	EY426169
Local authority	Cornwall
Inspection number	889749
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	98
Name of provider	Flying Start Nurseries (S.W) Ltd
Date of previous inspection	Not applicable
Telephone number	01752 840240

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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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