

# Headstart Day Nursery

1 Spencer Street, Leamington Spa, Warwickshire, CV31 3NE

<b>Inspection date</b>	20/02/2013
Previous inspection date	02/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy their time at nursery because staff know that children learn best through play.
- Children are provided with a warm and welcoming environment where most resources are easily accessible.
- Children are happy, confident and well cared for because they have formed positive relationships with all staff.
- Children enjoy daily outdoor play in a well-resourced and interesting environment which supports their all-round development.

### It is not yet good because

- Staff do not effectively use the information gained from observations and assessments to plan suitably challenging activities.
- The manager has not completed the safeguarding training to enable her to confidently implement the safeguarding procedures.
- Self-evaluation and monitoring of all aspects of practice to inform continuous improvement are not sufficiently rigorous.

## 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 looked at the children's learning records, planning documentation, evidence of suitability of practitioners working within the setting, policies and procedures, and a range of other documentation.
- The inspector observed activities throughout the day, including professional discussion and joint observations with the manager.
- The inspector spoke with the registered person, the manager, childcare staff and children throughout the day.

## Inspector

Tina Smith

## Full Report

### Information about the setting

Headstart Day Nursery was registered in 1989 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the centre of Leamington Spa, Warwickshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 20 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure staff use the information gained from observations and assessments to plan suitably challenging activities to help children make the best progress
- ensure effective implementation of the safeguarding and welfare requirements by making sure that the lead practitioner for child protection in the setting attends an appropriate child protection training course.

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

- devise and implement a thorough self-evaluation process which strengthens the links between identified priorities and plans for improvement that supports children's achievements over time.

### **Inspection judgements**

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

The staff have a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. Appropriate levels of support are provided to ensure children have opportunities to make steady progress in their learning and development, taking into account their starting points, how often they attend and the length of time they have been at the setting. The nursery plans play and activities around the children's interests. For example a small group of children play imaginatively with a selection of small world toys. The children talk about how big the mammoth's tusks are and how small the shark is, giggling with delight as the shark chases the mammoth away. Staff promote their communication skills as they take time to listen to the children; they talk about their play and ask who has these toys at home, enabling children to make links to their home life. This also promotes the children's confidence and self-esteem and provides some challenge to make them think. Staff observe, plan for and assess children's learning. However, they do not use the information gained to plan suitably challenging activities to enable children to make best progress.

The children enjoy their time at the setting and quickly become involved in the activities available to them. They experiment with colour and texture as they make snow pictures. The children select shiny paper, cotton wool and glue. Staff use words, such as, 'crunchy', 'hard' and 'soft', to remind the children of when it snowed. Children's early writing and listening skills are developing appropriately and these skills help to prepare them for school. During free play, children access resources gathered for Chinese New Year activities. They look carefully at various menus and use a notebook and pen to take orders before cooking a takeaway meal for their peers.

Children enjoy daily outdoor play and are able to explore different sections of the small, well-resourced garden. Children are able to climb and balance using stepping stones and large benches. They enjoy filling and emptying containers with sand, making mud pies and mermaids. They use their imagination as they dress up as princesses and climb up into their imaginary tower using small climbing apparatus. Children use open-ended resources, such as crates and boxes, to make a bridge over an imaginary river. Their physical development is promoted as they show good control and coordination as they safely negotiate this space. The children's understanding of the world is appropriately fostered through the use of posters and activities that explore different cultural events, as well as walks in the community. Parents are encouraged to share information about their children's learning and development at home, which helps staff to gain a general picture of children's achievements.

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

Key aspects of children's well-being are sound. Staff seek relevant information from parents when children start at the setting. They do this through written information, settling-in visits and discussions. This means they are aware of children's likes, needs and routines, which results in the children settling well. Staff are attentive and kind, giving cuddles and reassurance when needed. Consequently, the children are happy and secure. They behave well as staff are positive role models, giving clear guidance of what is expected. Children happily play together and share; for example, when playing with the sand, a child who has two jugs happily passes one to another child. Children are beginning to learn about their own safety. For example, they are reminded to sit nicely on the chairs during lunch so that they do not fall. As they go outside to play, a staff member reminds them that she must first check that the gate is locked, so children learn about staying safe. As they play outdoors and make an obstacle course they learn about the importance of exercise.

The setting provides healthy snacks and meals which are prepared on site. Children have a growing awareness of healthy foods and drinks which is fostered through appropriate discussion with the staff. Children are developing a suitable understanding of their own personal hygiene and care needs as they follow daily routines and are encouraged by the staff to be independent; for example wiping their own nose and putting the tissue in the bin. Children are prepared for the next stage in their learning because staff give careful consideration to preparing them for school. They complete transition records and invite

reception teachers to visit the setting to meet the children and their key person to discuss their individual needs.

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

Those in charge have a satisfactory understanding of the learning and development requirements of the Early Years Foundation stage. The manager is responsible for the day-to-day running of the setting and the delivery of the educational programme. She has support from the local authority and is keen to improve practice. The setting is aware of their strengths and some of their weaknesses, but there is room to develop the linking of identified priorities to a thorough improvement that supports children's achievements over time.

There are appropriate systems in place to show that staff are suitable to work with children, and this ensures all staff who are employed are checked with regard to experience, qualification and suitability. Staff have a secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child. However, the manager is less secure in her understanding of her specific responsibilities as the designated lead practitioner for safeguarding children. Consequently, although children are protected, this knowledge is not as robust as it should be in helping to safeguard children.

The setting has positive relationships with parents and shares information about their children's routines and the activities they participate in on a daily basis. There are regular opportunities for parents to discuss their children's progress, including informal daily meetings with key persons and formal parents evenings. Parents receive regular written progress reports, and are encouraged to contribute to these by advising the setting of what their child can do at home. Staff have a sound understanding of the advantage of liaising with other professionals, and work with the local authority improvement adviser as well as the area special educational needs coordinator. This gives staff the ability to meet children's individual needs and to satisfactorily encourage children's learning and development.

**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

<b>Unique reference number</b>	200617
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	817928
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17

<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Brenda Massey
<b>Date of previous inspection</b>	02/06/2011
<b>Telephone number</b>	01926 882120

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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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