

# Headstart Day & After School Care Limited

Afton Drive, SOUTH OCKENDON, Essex, RM15 5PA

<b>Inspection date</b>	25/02/2013
Previous inspection date	28/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Partnerships with parents and other professionals are strong and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.
- Children form strong bonds and emotional attachments with their key persons which help them gain a positive sense of well-being and belonging.
- Security and safeguarding children are of paramount importance. The nursery has effective policies, procedures and strategies in place to ensure children are protected from harm.
- Children are provided with a good variety of interesting and stimulating activities to promote their progress in all areas of learning.

### **It is not yet outstanding because**

- Children's progress towards excellence may not always be as rapid as possible as parents are not yet always fully involved in helping to determine children's starting points when they first join the nursery.
- Although the outdoor area has been refurbished there is further scope for development into an exciting and challenging learning area for all children to play and explore.

## 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 activities in all five playrooms of the nursery and outdoors.
- The inspector spoke with the owners/managers, staff and children.
- The inspector took account of the views of parents by speaking to them on the day.
- The inspector looked at children's progress records, planning, policies, complaints records and all relevant documentation.

## Inspector

Jenny Forbes

## Full Report

### Information about the setting

Headstart Day & After School Care Limited was registered in 2003 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from five rooms in a converted church building in South Ockendon, Essex. The nursery opens all year round, except bank holidays. It operates from Monday to Friday, 7.30am until 7pm. Children attend for a variety of sessions. There is level access entry and a secure enclosed area for outdoor play.

The nursery employs 20 members of child care staff. Of these, 18 hold appropriate early years qualifications. There are currently 31 children attending who are in the early years age range. The nursery also offers care to children aged over five years up to 11 years. Staff escort children to and from local primary schools. The nursery provides funded early education for three- and four-year-old children. It supports children with special needs and/or disabilities and those who speak English as an additional language. 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:**

- develop arrangements so that parents are always fully involved in helping to determine children's starting points
- continue to develop the outdoor play areas to provide exciting and challenging opportunities for children's all round development.

### **Inspection judgements**

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

Children's learning and development needs are well supported, and the quality of teaching is good. Staff have high expectations for the children in their care and are skilled at providing activities that support each individual child's development. Staff monitor children's learning through regular observation and assessment. Planning for children's progress is shared with parents by frequent key person discussions and parent meetings, and, as a result, enables parents to support their children's learning at home. Staff plan activities and opportunities together as a team, taking into consideration the children's interests and ideas. Children clearly enjoy learning through play, choosing from the wide range of freely accessible resources inside and outside. There are two large outdoor play areas where children can practise their physical skills of climbing, sliding, balancing and riding wheeled toys. The outdoor area has been refurbished but there is still scope for further development to provide children with more exciting and challenging opportunities to support all of the areas of learning.

Information gathered by key persons through initial observations provides a good foundation for establishing children's starting points in their learning. This enables staff to plan for individual children's progress and ensures that children's learning needs are well

supported from the beginning. Parents are not yet fully involved in the assessment of children's starting points. This means they cannot contribute effectively to ensure their children's rapid progress at the nursery in the first instance. Staff produce a learning journal for each child containing observations, photographs and examples of children's work which, together with assessment records, show children's development over time.

Children with additional needs are extremely well supported in the setting as their key person liaises closely with parents and other professionals, such as speech and language therapists, educational psychologists, paediatricians and portage staff. Children who speak English as an additional language are progressing well as their key person works in partnership with parents. They also seek support from other agencies in order to ensure children's home language is acknowledged and the use of English is promoted.

Children's communication and language skills are supported successfully through the varied range of activities offered. For example, older children write out a menu for the restaurant they have created in the home corner. Staff take photocopies to show parents their children's achievements. Writing materials are provided in all rooms that are easily available for all children to practise their early writing skills. Staff engage actively in conversation with children and promote language development by paraphrasing and modelling correct pronunciation. Staff listen attentively to children and give them time to initiate discussions, such as supporting children's interest in cars by helping them identify the model names. Children's mathematical learning is promoted effectively, for example, as they count the number of scoops of sand it takes to fill a container. Children count out the number of bowls they will use at snack time and point to shapes on the wall identifying the shapes and colours. Consequently, children are developing skills to support their eventual move to school.

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

The key person system is strong and supports children to feel valued and helps them develop a sense of belonging. Caring staff warmly welcome the children and their families. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Parents report that staff are caring and loving towards the children. Parents are welcomed into the nursery at any time which helps to make the children feel secure and contented. Children's behaviour shows that they feel happy and safe in the nursery.

Staff take great care to ensure that all children are protected, and their health and medical needs are fully supported, through the clear policies and procedures for recognition and management of allergies and food intolerances. Healthy eating is promoted by the provision of nutritious and freshly cooked food at mealtimes. Fruit is provided for snacks, and food tasting activities encourage children to try a variety of foods. For example, children are rewarded with a sticker when they agree to try a piece of cherry tomato. Staff explain to children how important it is for them to eat a good range of fruit and vegetables to stay healthy. Children are provided with milk at snack time and water is continuously

available for them to serve themselves, to keep them well hydrated. Babies' milk is freshly made with their own formula in sterilised bottles. Children are taught to manage their own personal care and they wash their hands frequently, for example, after using the toilet, playing in the garden, using messy resources and before eating food. Therefore, they are learning about good hygiene routines. Children's good health is promoted well through effective nursery routines and procedures, such as the policy of removing shoes before entering the baby room so that babies can crawl and play in a clean environment.

There is a stimulating, well-resourced environment, both indoors and outdoors. Children have opportunities to take part in physical activity sessions, such as, dance and movement to music which strengthens their muscles and they have plenty of opportunity for playing outside in the fresh air at all times of the year. Children receive praise and affirmation for all their achievements and staff are keen to show their pleasure at children's successes, which enhances their feelings of self-esteem and self-worth.

Children are safe in the nursery. All visitors sign in and out and security is high with a finger print recognition system on the entry door. No person can enter the premises unannounced. The use of mobile phones is not allowed in the nursery by any member of staff. There is a nursery camera provided for taking photographs of children's activities to be used for learning journals and wall displays and there is a landline telephone available. Babies and toddlers are safe because good quality, robust baby equipment and furniture is provided where they can be securely held by harnesses and staff frequently check that all equipment is kept clean and in good repair. Regular fire evacuation practice enables staff and children to know what to do in an emergency.

Examples of children's work displayed on the walls, photographs of children and staff help children to feel at home in the nursery. Children are well prepared for their next stages in learning because the staff provide opportunities for them to learn about other settings and receive visits from teachers to prepare them for transition to school.

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

The leadership of the setting is good because the management team and staff are motivated and have high aspirations. The staff and management are committed to the continuous evaluation and improvement of their practice and good systems are in place to monitor and assess the quality of the provision. There is a clear drive for improvement which is demonstrated by action plans which are formulated and reviewed monthly. The views of parents have been sought through parent meetings and questionnaires. Children's interests are taken into consideration when planning and they are continually asked what they would like to do next. Children are highly motivated and eager to learn. The management structure is very strong and supports the staff team well.

Staff have a good knowledge of the Early Years Foundation Stage and understand how young children learn. Planning and assessment is regularly monitored to ensure they are consistent and accurately demonstrate an understanding of all children's abilities and

skills. Staff are encouraged to attend training to continuously improve their knowledge and understanding and to gain additional qualifications.

The management team uses regular staff meetings to discuss and share any ideas and cascade training to further promote effective outcomes for children. The management team monitors staff performance through appraisals, and through observation and working alongside the staff. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children. There are clear induction and probationary procedures. All staff receive regular support through frequent meetings and appraisals from the management team.

Effective systems are in place for safeguarding children to ensure their welfare is protected. Clear management responsibilities in relation to child protection have been established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there is a concern. The inspection took place following notification of an incident where a child gained access to over the counter medication when taken into the staff room by a member of staff. The inspection found that appropriate steps had been taken to prevent a reoccurrence of the incident. The management team carried out a full investigation and the result is that children cannot access the staff room under any circumstances.

Documentation for the safe and efficient management of the nursery is in place. This includes the nursery's policies and procedures, which the management team ensure are implemented consistently. Safeguarding information is evident on all the walls of the nursery and policies and procedures are available in the foyer for parents to view. Children's safety is paramount to the nursery. Risk assessments take place daily and any hazards identified are immediately removed. Staff supervise children closely as they play and have a thorough understanding of how to promote children's welfare. Most staff undertake paediatric first aid training so that help is directly available in the event of an accident.

Effective partnerships are formed with other professionals so that children with special educational needs and/or disabilities, and their parents, receive the support they need. Staff form positive partnerships with parents and keep parents informed about their children's learning through daily verbal feedback and examples of children's work. Parents are very complimentary about the nursery and the staff, and have extremely positive views about their children's development and progress. Information sharing is effective between all agencies and this eases the children's transitions to other settings or to school.

### **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
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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	EY271047
Local authority	Thurrock



<b>Inspection number</b>	902803
<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>	76
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Headstart Day & Afterschool Care Limited
<b>Date of previous inspection</b>	28/02/2012
<b>Telephone number</b>	01708 856948

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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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