

Solid Start Day Nursery

10 Village Square, Chelmer Village, Chelmsford, Essex, CM2 6RF

Inspection date

05/03/2013

Previous inspection date

11/10/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 are confident to make decisions about their play as they are able to make choices from the good range of resources available to them.
- Children arrive happy and keen to start their day. This is because they feel secure, due to the positive relationships throughout the nursery.
- Parents are provided with useful information about children's daily progress and what they have enjoyed at the nursery.

It is not yet good because

- Planning is not fully developed to consistently reflect the individual needs of all children attending the nursery.
- Opportunities are missed during the daily routine to fully support all children's health and self-care skills.
- Self-evaluation has yet to be used to fully monitor all areas of the provision.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff and parents and held discussions with the manager.
- The inspector interacted with children during play and spoke with them to gain their views.
- The inspector examined documentation, including a representative sample of children's records, self-evaluation documentation, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

Solid Start Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in Chelmer Village in Chelmsford, Essex. The nursery serves the local area and is accessible to all children.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery also offers a breakfast club from 7am until 8.45am and an after school club from 3.30pm until 6pm. A holiday club also operates during school holidays, offering care to children aged from four to 10 years. There are currently 54 children attending, who are in 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 are learning English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the planning to make sure that it accurately reflects the assessment of individual children's skills, interests and progress.

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

- support younger children's health and self-care by creating opportunities for moving towards independence, for example, with hand-washing
- develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children are eager to attend the nursery and motivated to learn. They have access to a variety of age-appropriate toys and resources to encourage them to make sound progress in their learning and development. They explore and play, displaying emerging levels of

independence and self-confidence, choosing from the range of resources offered. Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do not always use these effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children.

The key person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid the settling-in and initial assessment process. Staff communicate with parents on a daily basis through discussion and effective use of a home-link book that supports a two-way flow of information. This approach successfully engages parents in their children's education.

Attentive staff play alongside the children, offering gentle support and encouragement, enhancing their skills with individual attention. Staff promote children's communication and language skills through the range of activities offered. For example, younger children eagerly join staff in singing familiar action songs and rhymes. Staff move around the playrooms, joining in with children's play, talking to them clearly and taking opportunities to extend their vocabularies. For example, children describe the texture of foam as 'soft and squidgy' as they feel it between their fingers. Staff encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure. Children use different tools to make marks to practise early writing skills. Babies are curious about the toys, which have buttons and make a noise. They smile as the toys light up and produce sounds as they touch buttons. This helps them to develop an understanding of how things work. Children participate in activities both indoors and outside and these include a suitable mix of adult-led and child-initiated play. They are encouraged to make choices about their play as they explore the nursery environment. Consequently, they develop skills to support the next stage in their learning.

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

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are met. Older children are learning about the need for good hygiene practices as they routinely wash their hands before touching food and after visiting the toilet. As a result, these children achieve some independence in hygiene and managing their personal care. However, staff do not make the most of opportunities to develop younger children's emerging self-care skills further as they are not encouraged to wash their hands before mealtimes.

The nursery has established a positive key person system, which supports children to feel secure and have a sense of belonging. New starters settle quickly into the nursery due to the effective settling-in systems, resulting in most children separating from their main carer with ease. Children play cooperatively with their friends, taking turns and sharing resources. Staff take a consistent approach in their expectations for children's behaviour,

so they quickly learn what is acceptable. Regular praise and encouragement offered by staff promotes children's self-esteem.

Staff provide a suitably safe environment as they complete daily risk assessments to ensure that both the indoor and outside play environments are free of hazards. Staff thread safety through daily routines to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practice. Complying with these expectations means that children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Children's welfare is promoted because safeguarding regulations and duties are appropriately met. Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. The nursery adheres to regulatory ratios to meet the needs of all children and ensure their safety. Children are protected in the event of an accident because all staff have a current paediatric first aid certificate. They play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although, the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

The manager and her team demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children.

Effective procedures have been established to work with parents and as a result, they speak positively of the care and learning their children receive. They are kept up to date about their child's learning through daily verbal feedback. Links with other providers are in place and continue to be developed to further aid children's progress and development through a consistent approach.

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 action. 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	EY418824
Local authority	Essex
Inspection number	906904
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	54
Name of provider	Solid Start Childcare Services Limited
Date of previous inspection	11/10/2011
Telephone number	01245 461477

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

