

Flying Start Nursery - Saltash

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

Inspection date	09/07/2013
Previous inspection date	30/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 happy and confident as staff provide an environment where they feel secure.
- Children are fully engaged in activities both inside and outdoors as staff provide experiences which build on children's interests.
- Staff continue to promote strong partnerships with others to promote consistency and support for children and their family.
- Children play in an environment where they can make their own choices of play, because the resources are easily accessible to them.

It is not yet outstanding because

- The systems used to obtain information about children's starting points lack sufficient detail.
- The area designated for young children is not helpful to promote suitable rest.

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 had discussions with management and staff.
- The inspector sampled a range of documentation including the nursery's complaints records, policies and children's records.
- The inspector undertook a joint observation with the manager.
- The inspector observed children's activities in various rooms and outdoors.

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 eight settings in Cornwall and Devon. It operates from its own premises in the grounds of Saltash College. The nursery is within walking distance of Saltash town and serves the College and the local community. There are currently 113 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, for 50 weeks each year. It is closed at Christmas and 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 16 members of staff, who work directly with the children. Of these, 14 have an appropriate early years qualification. The nursery also employs a cook to prepare the meals and a part-time cleaner. The nursery receives advisory support from the local authority, their in-house trainer and 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:

- develop the rest area for toddlers to provide a more calm and relaxing area to aid those requiring sleep
- develop systems for encouraging parents to contribute information about what their child does at home to support their child's learning and development further.

Inspection judgements

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

Staff provide children with a wide range of interesting activities which cover all areas of learning. As a result, children are busy as staff provide suitable challenges, which effectively promote children's learning and development. For example, older children enjoy the outdoor environment using resources and materials they find outdoors to make 'washing lines' and wands. Staff encourage children's language as they talk about 'potions'

and magic spells. Children use mathematical language as they play discussing shapes and comparing sizes. Staff ask questions to further develop children's thinking. Children explore changes in texture for example as they add more water to the compost mixture, enabling children to sculpture shapes using tools and their hands.

Younger children engage in imaginative play as they 'write' shopping lists to buy items at their friends' shop. Children confidently dress up to re-enact 'superheroes' using resources with ease as they develop their play and imagination. Staff use everyday play to introduce younger children to rhyming words as they 'make marks in the bark'. Staff recently reviewed how they organise areas within the nursery. For example, they have divided older toddlers and pre-school children into suitable age and ability groups so that children have appropriate challenges. They now extend circle and story time for older children's in preparation for their move to school. Younger children also still receive story times but suitable to their level of concentration. As a result, neither group causes a distraction to each other.

Staff provide opportunities for younger children to explore. For example they engage babies and toddlers in water play. Toddlers enjoy paddling and babies splashing with their feet, whilst being securely held by key staff. Staff respond positively to children's experiences, as they splash in the water. Children experience opportunities to develop their hand eye co ordination as they grab and release handfuls of coloured rice watching grains fall and trying to catch them. Babies explore sound making resources such as shakers.

Staff use observations to aid their assessment process, this helps key staff to monitor children's learning and development and plan effectively as the children move through the nursery. Staff obtain initial information from parents about their children when they first attend through discussion and by asking parents to complete an 'all about me' information leaflet. This helps staff to understand and follow children's routines and preferences. However, it does not clearly identify children's current stage of development, to inform initial planning. Staff complete the required progress check for children aged two years as well as regular summary checks for all children who attend the nursery.

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

Children, are confident within the nursery environment, older children happily talk with staff, inviting them to join in with their play. Key staff support and provide good levels of reassurance to the children as parents leave the room. Staff are attentive as children, parents and carers arrive making all feel welcome. Staff support children with cuddles and reassuring interaction, to enable children to feel comfortable and settle down to sleep with relative ease in most of the nursery's rooms. However, following changes and the organisation of the area now used by the older toddlers the area used for children to rest is not ideally positioned or suited to provide peace and relaxation. Due to distractions such as other children, passing by as they play, those children in need of a nap find it difficult to settle with some children not settling at all.

The nursery employs a cook to prepare lunchtime meals. A written and picture menu is displayed for all to see in the main entrance area. Systems are in place to ensure those preparing meals and serving food to the children are fully aware of specific dietary requirements. At snack and main meal times staff in the baby area use a semi-circle low-level table. This allows one member of staff to observe all children, providing appropriate support and encouragement to promote spoon-feeding whilst freeing other members of staff to help feed babies. A 'cafeteria style' snack time in the older children's areas allows children to make their own choice when they would like to stop playing for something to eat and drink. Children freely use the water dispenser when they are thirsty. Staff encourage younger children to drink more particularly during hot weather.

Children respond well to the consistent praise from staff and as a result, their behaviour is good. Staff provide support to enable children to share the resources. Children play well together in small friendship groups. Staff effectively promote children's good hygiene practices. Older children become independent in their personal care; they understand the need to wash hands after playing outside and before sitting down to eat. Staff provide individual hand towels for washing younger children's hands and faces after lunch. Since the last inspection, the nursery has tried to source toilet doors to promote the older children's privacy, however due to these not being a standard size they have had to resort to having them specifically built. Until individual doors are constructed, staff use the main door to provide children with some degree of privacy.

Good use is made of the outdoors. Staff regularly help children apply sun cream. They plan activities for them to play outdoors in the shade to protect them from the sun. Toddlers gain an understanding of keeping themselves safe, as they know they need to have 'cream and wear hat before going out on the bikes'. The re-organisation of the rooms and the available outdoor areas provides free flow opportunities for pre-school children. This means children can choose when they want to play outdoors.

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

Management and staff demonstrate they have a good understanding of the learning and development requirements. As a result, they plan activities that are fun and engage children's interests. Children are safeguarded as staff confidently implement the nursery's procedures to follow to ensure children remain safe whilst in their care. The senior management team takes immediate action to ensure children remain safe, following correct procedures and implementing appropriate and additional supervisory support. They are fully aware of their responsibilities such as notifying Ofsted of any significant events and procedures to follow in case of allegations made against members of staff. Since the last inspection, the senior management team have employed a new manager. She has responsibility for the day-to-day running of the nursery with good back up support from the senior management team. When employing new staff the senior management team use clear procedures to ensure staff are suitable to work in the nursery. Regular supervision and monitoring implemented ensure staff continue to remain suitable for the position they hold.

A designated member of the management team sets up the in-house training packages. These are developed to improve practice for all staff throughout all the owner's nurseries. Senior management actively support staff to further develop their own practices through either external training facilities or their own in house training for the benefit of the nursery provision and all who use. In consultation with the nursery staff and support from the senior management team, the new manager has looked at areas for improvement. The re-organisation of the pre-school age group has allowed children to move freely between the classroom environment and an additional outdoor area. The re-organisation of rooms has provided space for the older toddlers, without having a detrimental impact on either group. In addition the opening up of the back room provides a separate base for children who attend the after school club. The manager has additional plans to continue to improve the designated outdoor area for the benefit of the pre-school age group. The manager and the senior management team demonstrate real enthusiasm and passion to continue to improve the service they provide. Staff meetings occur on a regular basis. They are used to discuss ideas for future improvements, and look at and review the nursery's policies and procedures to ensure staff are familiar with current practices and any new updates.

The staff have developed good working partnerships with other providers and professionals. As a result, they ensure families receive the appropriate support they need and consistency for children's development. Staff work hard to establish good partnerships with parents. Views are sought in various ways such as through discussion, use of suggestion box in the entrance area and through the parent representative who shares parents' views with management.

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	EY426169
Local authority	Cornwall
Inspection number	921536
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	113
Name of provider	Flying Start Nurseries (S.W) Ltd
Date of previous inspection	30/11/2012
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, 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.

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