

Ancaster Village Nursery Trading as Start Right Nursery (Ancaster) Ltd

12a, Ermine Street, ANCASTER, NG32 3PP

Inspection date	09/07/2013
Previous inspection date	31/05/2011

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	1
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

- The nursery's outside play area for children is exceptional, children have many opportunities to experience the natural world and take part in first hand experiences.
- Care and learning is consistent for all children because the nursery team engages exceptionally well with parents and carers. Practitioners value highly the important role parents/carers play in their child's ongoing care, learning and development.
- Children are supported sensitively during times of transition. Practitioners communicate effectively with parents and other practitioners to identify and plan appropriate activities to help children settle and move on to their next stage in their learning.
- All children are warmly welcomed and fully included in the life of the provision. They are respected as individuals, treated with kindness and their emotional security is given extremely high priority. Relationships with the practitioners are warm and nurturing.

It is not yet outstanding because

- There is scope to improve the opportunities for children in the toddler room to explore and use an even wider range of media and materials.

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 activities in the two main playrooms and the outside learning environment.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records, the nursery's self-evaluation document, planning documentation, and a selection of policies, practitioners and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Ancaster Village Nursery Trading as Start Right Nursery (Ancaster) Ltd became registered in 2008. It operates from a single storey building which is a converted doctors surgery, in the village of Ancaster, mid-way between Grantham and Sleaford in Lincolnshire. Children are cared for in two group rooms depending on their age and level of ability. There is also a portacabin, which is used for planned activities for the pre-school children and also for the out of school provision. Each room has a fenced outdoor patio area with a canopy for all weather use. There is also a large, shared play area which is part safety surface and part grass. There is a car park with parking for several vehicles.

The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll, of whom 65 are in the early years age range. Children attend a variety of sessions each week depending on the individual requirements of each family. The nursery supports children with special educational needs and/or disabilities. It receives funding for the provision of free early education to two-, three- and four-year-old children.

The nursery is open from 7.45am to 6pm. It is open each week day all year round, closing only for bank holidays and a week at Christmas. There are a total of 10 staff who work with the children, of whom, nine hold relevant childcare qualifications at level 2 and 3. The nursery also employs two cooks, a gardener and a cleaner.

What the setting needs to do to improve further

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

- develop further the opportunities for the younger children to freely access and explore for themselves different media and materials.

Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and ability. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners understand the revised Statutory framework of the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress

in their development records and regularly speak with their child's key person. They are also provided with their targets to ensure they can support their child's learning at home. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well from first-hand experiences and strive to provide as many as possible for those at the nursery, for example, the recently added 'mud kitchen' and 'village' and 'meadow' area. Children run through the lovely meadow area and experience the feeling of the long grass with their bodies. They get excited as they go on a bear hunt and peer through the long grasses. They grow different vegetables and fruit. Children pick radishes for their lunch and take them to along to the cook in the kitchen and during lunch they recognise their radishes. A practitioner takes her shoes off as she puts her feet in the sand pit and encourages the children to do the same so they can feel the sand with their feet.

Planning effectively supports individual children in their learning and development, it covers all areas of learning and provides appropriate challenge for all children. Practitioners monitor progress by continually observing the children, making notes of what works well and developing activities to ensure the children progress to the next stage of development. The figures from each individual progress report are collated by the manager to show how the children are performing throughout the nursery compared to the early learning goals to ensure that all children are making good progress. A two year progress check is carried out around each child's second birthday. This progress check is shared with the parents and the health visitor if necessary.

Children are interested and engaged in their play and they can choose from a wide range of well organised and stimulating resources which enhance their development. However, there is scope to improve the free access to a range of media and materials for younger children, to allow them to explore for themselves, and demonstrate their creativity. All the children can join in with the good range of activities because at the setting they promote an inclusive environment. Practitioners use good quality interactions and open questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. For example, their recent mini beast hunt is displayed and children's own comments are exhibited alongside their drawings. Children take risks as they engage in different experiences. For example, younger children take safe risks as they climb the climbing frame and move across to go down the slide. They start off having lots of physical and verbal support from a practitioner, but as they go down the slide they say 'again' and they repeat the activity until they confidently go up and down the slide, gaining a real sense of achievement. Children's independence is promoted very well throughout the whole nursery. All children pour their own drinks for their meals or as they become thirsty. The younger children join in and enjoy a singing time with using the stretchy piece of fabric. Children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

The premises are well-maintained and well-resourced to provide children with a stimulating environment in which they learn and develop, especially the exceptional outdoor play area. A well-established and extremely effective key person system operates throughout the nursery. This helps children to form extremely secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make good progress. Practitioners in the toddler room provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. Older children are quick to seek out practitioners for a cuddle if they become tired or need reassurance. Children are exceptionally well-supported in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Their transition on to school is also good as the nursery has built up highly effective relationships with the local schools in order to fully support the children.

Throughout the nursery, children spend time with other groups in the outdoor activities. This helps them to become familiar with other children and practitioners. Children's health is very well-promoted and there are clear and consistently applied systems in place to protect them from infection. Excellent systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit greatly from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how to use utensils correctly as they serve themselves their meals, this helps to prepare them for school readiness and promotes independence. The older children wash their own plate and beaker after eating their snack.

Children's behaviour is exemplary, they know how to move safely through the nursery and start to take responsibility for their own behaviour. Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are exceptional. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and staff re-enforce these before children use the area. The school children wear high visibility jackets as they walk to and from school to the nursery. Children form very positive relationships with both adults and their peers, work happily alongside each other as they learn to share and take turns. They are extremely polite and use please and thank you as part of their normal daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a strong sense of self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning. For example, they have a current interest in 'pirates' so practitioners have

turned part of the outdoor play area into a pirate ship. The children get very excited as they go on a treasure hunt for the large coins.

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

The registered provider is extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Very effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well-safeguarded in the nursery. Extensive child protection policies and procedures are known and understood by all practitioners. The manager understands their responsibilities very well, to ensure that children are safe. Practitioners have a comprehensive understanding of child protection issues and work very successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Practitioners also sign monthly suitability declarations to state they are suitable to work with children. There is an extremely positive attitude towards professional development and practitioners are fully engaged with regularly developing their skills and expertise. The management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service, which they provide. For example, with the recent 'mud kitchen' for the children, they are monitoring how this has improved children's play and learning. The nursery welcomes feedback from parents and carers, in order to strive for consistently high quality. They are highly effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. Practitioners share information with them on a daily basis through discussions and the use of the home/nursery link books and by sharing the learning journal records regularly.

The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team works alongside practitioners so they role model good practice and observes them to identify any areas of their practice which require improvement. There are good processes for supervision as the senior management team have regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

In order to identify any gaps in children's learning the senior management team regularly checks all the children's learning journals. This means they ensure that all are showing an accurate assessment of children's skills, abilities and progress and can support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery promotes equality and diversity highly successfully. The manager and practitioners ensure that the effective partnerships with parents and external

agencies help to secure well-timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that when they first started the nursery they were very anxious but the practitioners were always very welcoming and made them feel like part of the family. Parents also state they feel their children are very safe and that practitioners always share information with them about how their children are progressing and what their next steps in learning are. Parents feel that their children really benefit from the wonderful outside play area. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery are very proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. For example, they have recently developed resources for parents to use at home with their children. These include 'talking boxes', story sacks and a wide selection of books.

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 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	EY367026
Local authority	Lincolnshire
Inspection number	923375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	86
Name of provider	Start Right Nursery (Ancaster) Ltd
Date of previous inspection	31/05/2011
Telephone number	01400 231500

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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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