

# HeadStart Day Nursery

Collyers Sixth Form College, 82 Hurst Road, HORSHAM, West Sussex, RH12 2EJ

## Inspection date

22/08/2013

Previous inspection date

19/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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## The quality and standards of the early years provision

### This provision is good

- The key person system works extremely effectively to support children's health and well-being. Children are very happy and secure, and develop good relationships with adults and other children.
- There is a very consistent approach to managing children's behaviour and this ensures that children move successfully and confidently from one group room to the next as they grow.
- The good management of the staff team ensures that staff are deeply motivated and able when supporting children. They create a very good environment for children's development.
- The partnership with parents is very good and parents are kept informed about what goes on at the nursery. This means that they can effectively support their child's care and learning at home.

### It is not yet outstanding because

- Although all children gain the key skills needed for school, older children do not progress at as fast a rate as possible, when they show that they are able to do so.

## 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.

## Inspection activities

- The inspector talked with two parents and considered their views.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with staff members.
- The inspector had a discussion with the manager and the provider.
- The inspector viewed a range of relevant documentation including children's records, assessment and planning documents, and some policies.
- The inspector observed children's activities, resources and displays.

## Inspector

Lena Engel

## Full Report

### Information about the setting

HeadStart Day Nursery has been registered under its current company status since 2009, although it was originally established by the current owner in 2003. It operates from three pre-fabricated buildings in the grounds of Collyers Sixth Form College in Horsham, West Sussex and includes a baby unit, toddler unit and a pre-school unit. There are enclosed outside play areas. The nursery is registered on the Early Years Register to provide care and education for a maximum of 50 children aged from 4 months to five years. There are currently 73 children on roll in the early years age group. The nursery is funded to provide free early education for children aged for three and four years. The nursery is open 51 weeks a year from 8am to 6pm and offers childcare places to employees and students of the college and the local community. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. A team of 18 staff work at the nursery. Of these, 16 work directly with the children and hold relevant early years and childcare qualifications.

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

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

- enhance the programmes of learning for literacy and mathematics for three- and four-year-olds.

### Inspection judgements

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

The nursery staff have good relationships with children and parents. They take great care to understand each child's needs and involve parents in the settling-in process. This attention ensures that children settle well and begin quickly to enjoy the companionship of adults and other children. During this time, details of children's starting points, individual needs and routines are gathered and entered into their records. These records celebrate their achievements and show their next steps for learning as they move through the nursery. The staff manage children consistently well across the nursery. They praise children for their good behaviour and encourage them to be confident and independent.

Staff have a thorough knowledge of the educational programmes and ensure that they build on children's experiences and interests. They make sure children gain the skills they

need for the next stage of their early education in the most important areas of learning. However, staff do not always ensure that planning supports the oldest children to develop further skills in regard to literacy and mathematics. Children enjoy a wide variety of activities, using good quality resources. These help children make good progress in learning because staff use them well. Staff talk to children as they play, extending their language and communication skills well. For instance, children name a range of animals they have seen at the zoo; discuss where these live and what they like to eat. From an early age, children participate in singing sessions when they learn to concentrate and clap. They enjoy listening to stories and share books in the well-stocked and cosy book corners. Daily routines, such as tidying up and lunchtimes, are used sensitively to enhance children's ability to express themselves and to develop a growing vocabulary. Children also learn to recognise and write their own names and this prepares them well for school.

Children develop good physical skills through challenges, such as bike riding, climbing and balancing on equipment in the garden. They also learn good skills when they dig and plant a variety of fruits and vegetables, and when they build with large wooden bricks and milk crates. This activity ensures that they develop muscles and strength, as well as precision of movement. Photographs on display show children using a wide range of resources, such as wheeled toys, hoops and balancing beams that enable them to practise skills in balancing, jumping and manoeuvring around assault courses. Children handle small tools well. They learn to draw and cut out. They learn to dress themselves too, which is also useful preparation for school.

Children learn to count accurately when they sing number songs and play games, such as counting plastic bears and sorting them into groups. They have practical experiences of comparing their plants as these grow. Staff extend children's interest in the wider world as they celebrate special events and make visits to the local pet shop. Children develop a good understanding of living things as they grow and tend vegetables and fruit, and then pick and eat them when these are ripe. Children enjoy dressing up and they express themselves creatively in art activities, such as when they draw their pet gerbils and make shapes with dough.

Staff assess children's development well and complete the required progress checks for children aged between two and three years. Individual records identify children's next steps. These are especially helpful for identifying when children need extra support. Staff share progress reports with parents through regular meetings, involving them in children's learning. Verbal discussions take place daily, along with daily logs for younger children. Emails and information posted on the website also ensure that communications stay current. This helps parents continue their child's learning at home and develops stronger links between the nursery and home.

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

Children are very confident, happy and well-settled. They form secure attachments with

the staff who are very warm and responsive to their needs. These support children's emotional and physical well-being extremely well. The key person system works most effectively to ensure that parents feel confident about leaving their babies and young. As a result, there is a smooth move from home to nursery and children's sleeping and eating routines remain very similar for them.

Daily risk assessments in each group room help ensure that staff remove potential hazards and the environment is homely and secure. This means children's independence and confidence can grow as they move freely and safely around the nursery. Children select from a good variety of age appropriate, safe and suitable play materials, both inside and out. Children gain an understanding of risks and how to keep themselves safe as safety rules are discussed throughout the day. Children listen and then respond to instructions, avoiding walking behind the 'story tent' where they could bump their heads on the wall. Children are included in regular fire drills, learning what to do in emergency situations. Staff provide parents with suggestions for home safety.

Children's good health and well-being is a particularly strong focus in the nursery. Menus are designed to promote healthy eating. Children enjoy eating the healthy ingredients, a number of which they have actually grown themselves in the garden. Children learn about what is healthy for them to eat and they practise cooking every week. Older children serve themselves at lunch and pour their own water. These small tasks help develop independent skills. Lunchtime is an enjoyable social experience with adults having worthwhile conversations with children. Children understand the importance of good hygiene. They know about washing their hands after playing in the garden and before eating, and take turns to wipe the tables after lunch.

Children enjoy exercise and fresh air daily in the garden and engage in activities which develop their minds and muscles. The staff team follow careful procedures when assisting children with their personal care. Nappies are changed regularly and staff complete charts so that parents are kept up to date. Independence is encouraged for all children. As soon as they are ready, they learn to use the toilet and to dress themselves. These skills prepare them well for school.

There are good systems in place to support children who are learning English as an additional language. Individual and small-group times help develop children's language and social skills. Children who have special educational needs and/or disabilities are supported as needed by well trained staff and are fully integrated in nursery life.

Staff support children's understanding of the need to share and take turns and to respect each other's feelings. They act as good role models as they praise children, thanking them for achievements, throughout the day. As a result, children are self-motivated, confident and aware of the boundaries and expectations for good behaviour. The nursery is like a 'home from home' for the children, who flourish in its secure environment. Most children join the nursery as babies and grow up together, so they know each other well and learn to resolve disagreements quickly.

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

The staff team is managed well and there are very good relationships amongst staff who are highly motivated and committed. The shared aim for supporting children's health, well-being and educational progress ensures that children receive consistent care and attention.

The staff team clearly understand their duty to protect children. There is a comprehensive safeguarding policy and stipulated procedures in place, which staff know and implement well. All staff receive safeguarding and first aid training, which helps them promote children's welfare effectively. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. There are clear systems in place to make sure that adult to child ratios are met at all times. The staff team has been stable for many years and this ensures that children form long lasting attachments to adults.

Staff have regular opportunities for discussing the educational programmes and children's progress, so contribute to improvements. There is supervision of staff, as well as appraisals, with the manager, to check staff practice. Training needs of staff are identified through these meetings and staff are encouraged to update and expand their knowledge, improving outcomes for children. The manager works alongside staff, acting as a good role model and observer of practice. Staff observe, record and track children's achievements in accordance with their ages and stages of development. However, currently the three- and four-year-olds are not receiving sufficient encouragement to gain skills quickly, particularly in mathematics and literacy. Also, there is no tracking for identified groups of children to see how much they have progressed at the nursery, to understand how this may be improved further.

Staff are actively encouraged to feedback their views on management and team decisions. This system encourages staff to reflect on their practice and helps with continual assessment of the quality of the provision. The newly introduced quality assurance system is supporting the manager to monitor the delivery of the Early Years Foundation Stage effectively, overall. The management acts on advice from outside professionals, which helps drive improvement, such as through undertaking relevant training. Staff provide input to self-evaluation systems at team meetings; parents contribute through questionnaires and verbal feedback. Plans for improvement are relevant and ongoing. The whole team are conscientious with an aspiration for quality care and continuous development.

The partnership with parents is positive. Parents express very positive comments about the nursery and the commitment of staff. They say that it is 'superb' for their children. They acknowledge how staff provide a happy, caring and stimulating environment for their children to learn. The management team has good systems in place to consult other agencies where relevant, such as speech and occupational therapists. Links are well developed with local schools so that children have move confidently on to the next stage of their early education.



## 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

<b>Unique reference number</b>	EY396037
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	830698
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	73
<b>Name of provider</b>	HeadStart Day Nursery (Southern) Ltd
<b>Date of previous inspection</b>	19/01/2010
<b>Telephone number</b>	01403 210560

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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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