

Start Right Nursery

350 Trent Road, GRANTHAM, Lincolnshire, NG31 7XQ

Inspection date	27/08/2013
Previous inspection date	01/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- All children make very good progress because practitioners have excellent knowledge of how young children learn. They meticulously track children's development and consistently offer enriching and challenging learning experiences.
- Children are highly motivated, active learners who make very good progress from their individual starting points. This is because practitioners interact extremely well and use their exceptional skills to teach in a child-led environment.
- Children are exceptionally well prepared for school when they leave the nursery due to the high calibre of teaching and focus learning that promotes children's communication, numeracy, literacy and social skills effectively.
- Children form extremely strong bonds with key staff, which are enhanced further through the positive partnership working between staff and parents.
- Practitioners are inspired by the excellent leadership where managers are highly motivated to bring about improvements that benefit children and their families. Highly effective reflection and evaluation of practice enables the team to bring about rapid improvements to already high quality 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 had a tour of the premises and met with practitioners and children.
- The inspector observed children in all rooms and outdoors.
- The inspector and manager completed a joint observation of children.
- The inspector looked at children's learning journals, care sheets, planning, a range of policies, procedures and documentation and sought the views of parents.

Inspector

Anne Barnsley

Full Report

Information about the setting

Start Right Nursery was registered in 2000 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Grantham, Lincolnshire, and is owned and managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and the manager holds an early years qualification at level 4. She is currently working towards her foundation degree.

The nursery opens Monday to Friday all year round, excluding bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 90 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 speak English as an additional language and children with special educational needs and/or disabilities. It also offers a holiday club for 16 children aged over five years, which currently has 30 older children on roll.

What the setting needs to do to improve further

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

- consider enhancing further children's already very positive social learning and language experiences at lunch time by encouraging all practitioners to sit with children to minimise possible distractions during this time.

Inspection judgements

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

Practitioners are highly skilled and have an expert knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Practitioners have tremendous enthusiasm, which they communicate to the children. Their excellent interactions and knowledge of how young children learn provide children with highly stimulating, vibrant and memorable learning. Practitioners create an interesting and inspiring learning environment for all children, both indoors and outdoors. As a result, children are extremely motivated and enthusiastic and thoroughly enjoy their time at the nursery. All children make very good progress in relation to their starting points because the precise and detailed assessments are used exceptionally well to plan further learning. Cohort tracking

of children's progress means practitioners identify gaps in learning for specific groups of children and put strategies in place, which narrow the gaps in children's learning. As a result, all children are expertly supported in making the best progress possible and educational programmes develop to ensure they always provide optimal challenge for all children. An inspiring curriculum of thought-provoking activities means children are active learners and are consistently motivated to find out more. This has a significant impact on their learning.

Since the last inspection, practitioners have worked extremely hard with the new company director to introduce enhanced learning opportunities for children. They have achieved this to an exceptionally high standard by improving the resources and the environment and, most significantly, through the introduction of focus learning. The focus learning has an extremely beneficial impact on children's learning. The learning that is planned centres around preparing children for school and is planned, organised and evaluated with great thought and purpose. A room on the first floor is set aside purely for focus-group work. Groups of no more than eight children use this room together with the deputy manager who is responsible for these sessions. Children participate in challenging learning that develops their communication skills, their understanding of literacy, phonics, maths and technology. The quality of teaching during these sessions is of a very high calibre and, because children work in small groups, each child is able to participate and learn to their fullest potential. Children learn to understand the meaning of words, such as, capacity, volume, subtraction and addition; and are able to use these independently and in context. They develop an excellent knowledge of maths and problem solving, sounds and letters, geography, diversity and the wider world. During the inspection, children show how well they understand a wide range of technology and the different ways in which technology is used. It is unquestionable that children really enjoy these sessions and derive a lot of learning from them because they apply their learning and continue to develop this afterwards in their independent play. For example, after the children go back downstairs to the main playroom, some of the children take some of the resources with them. While other children participate in a science activity some of the children from the focus group use camcorders and cameras to record and take photos of the activity. The purposeful transition work that takes place around going to school is also highly beneficial to children. They learn, in detail, about their uniforms, book bags, teachers and new routines. This motivates children and develops their confidence. It helps them to become excited and to look forward to the new experiences that they will soon have.

Children demonstrate superb listening, attention and communication skills. They show extraordinary levels of concentration and focus during small and large group story and discussion times. They ask and answer questions, put forward their ideas and opinions and know to wait while others are speaking and to listen to what others have to say. Children are highly articulate and have a strong voice within the nursery. They are confident to express their ideas and views; and know that staff listen to them well and take their ideas and views seriously. For example, children see a practitioner starting to organise a new height chart for the start of the new term. A child suggests that the chart is very high, like the bean stalk in the story. The practitioner immediately picks up on this idea and, as a result, the children use the den to create a place for the giant to live in and, next to this, a place where Jack lives. Planning is immediately progressed to involve the children in gathering their own leaves and natural resources to make the height chart into

a real bean stalk. Similarly children are making a moss garden outdoors and their interests for future enhancement are incorporated into future planning. For example, making this into a fairy garden and then changing it into a super-hero garden to meet the interest of different groups of children. Indoors and outdoors children have highly stimulating resources and experiences that cover all areas of learning extremely well. The outdoor classroom enables them to continue learning in all weathers, for example, using books and writing tools outdoors. They grow vegetables, make dens under the trees and with camouflage netting and they have a large, hard-surface area that they use well for pedal toys and construction. Babies also go outdoors every day and use all areas for their play. When they are very young their outdoor sessions are at different times to the older children or take place in a different area to enable them to explore their environment safely. Indoors and outdoors practitioners are highly attentive to the needs of babies and support them extremely well as they develop their confidence and become increasingly independent. Babies have an excellent variety of resources that provide them with high quality learning experiences through the use of both manufactured toys and natural resources, which they explore really well.

Strong partnerships with parents and carers contribute significantly to children's learning. Home visits by key persons and settling-in visits at the nursery play an important role in setting the foundations for productive and trusting partnerships. Valuable information about children's ability, interests and stage of development is gathered from parents and used extremely well by practitioners as a starting point. Practitioners, parents and carers continue to support learning by sharing progress information and contributing to children's learning profile books with 'wow' moments, observations and summary assessments, such as the progress check at age two. A number of children speak English as an additional language and a number of children have special educational needs and/or disabilities. This means that on entry to the setting, many children are below their expected level of development in one or more areas of learning. The tailored support for children means they make very good progress in their learning and development and they are rapidly moving forward, and in some cases, achieving expected levels within a short space of time. Children's eagerness to be active learners and the high quality of teaching that fuels their eagerness mean children are well-prepared for the next stage in their learning.

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

The extremely well-implemented key person system develops highly effective relationships, which means children and their families feel confident and secure. Children's strong sense of security and belonging is nurtured extremely well through home visits and settling-in sessions, which provide a more personal experience to successfully aid the separation and attachment process. As a result, families communicate that they are fully involved in the nursery from the onset. Children are very happy and have a thoroughly enjoyable time in the nursery because of the trusting relationships. The strong bonds and secure attachments are widely observed.

The positive experiences that children have through the effective focus practitioners place on the prime areas of learning, enables children to develop strong friendships very quickly. Children show plenty of care and concern shown for others and learn how to play

cooperatively together from a very young age. They readily share toys, take turns and invent games together, sharing ideas and negotiating rules, tactics and scenarios. Very young children are confident to ask staff for support and help knowing it is readily available and willingly given with kindness and a smile. Babies enjoy playing on the floor with staff and enjoy cuddles at comfort times, such as when they are upset, prior to going to sleep or on waking. Staff are very kind and highly attentive to the needs of all children. Their interactions with children and with each other are extremely respectful and model positive examples of how to treat others. Children's behaviour is exemplary as a result. They all understand the simple rules designed to make the setting a pleasant and safe place for everyone. Children are extremely obliging and eager to help staff and enjoy being chosen as helpers for special tasks. Their self-care skills are fostered extremely well by all practitioners. As a result, children quickly learn how to dress themselves, feed themselves and recognise when they are tired or thirsty. They use the bathroom confidently and understand the importance of hygiene, such as, washing their hands and flushing toilets. Children's well-being is prioritised to ensure individual care needs are met effectively at all times. Practitioners do their utmost to match routines to provide consistency for all children. Those with additional needs have specific plans in place ensuring their care needs are fully understood and met. Nappy changing routines for younger babies are meticulous, with high hygiene standards adhered to by staff to prevent the spread of infections. Individual sleep routines follow the guidance set by parents and are regularly discussed, as are nappy routines and feeding routines, as these change rapidly and new routines are implemented. Babies have good resources for sleep and the room is kept at an ambient temperature through the use of a thermometer, which is regularly monitored as part of the rigorous risk assessments.

Children spend lots of time in the fresh air and can do so in all weather conditions because they have free access to the garden and the covered outdoor classroom. This enables children to be active as they engage in energetic play and also enables them to carry on their indoor learning outdoors in the fresh air under the protection of a cover. This helps to promote children's good health, physical well-being and helps them to learn how to manage risks safely in their active play. Healthy snacks in the morning and afternoon and free access to water means children are hydrated and do not become hungry. At lunch time children are provided with a hot, nutritious meal that is cooked on site by a qualified chef who caters for any special dietary requirements children have. Meal and snack times provide excellent opportunities for children to have detailed discussions with most staff as they sit together in a family group. For example, they talk about healthy diets or have more general conversations that enrich their vocabulary and further promote their conversational skills as well as their social learning. However, consideration could be given to minimising minor distractions caused by other staff in the room who do not sit with the children, which detract, albeit to a very minor level, from the valuable learning that takes place during meal times. In spite of this minor weakness, children are secure, independent children who are emotionally well equipped for their transitions within the nursery and eventually to school.

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

All practitioners are extremely well informed about the Statutory Framework for the Early Years Foundation Stage and have a comprehensive understanding of the legal requirements. This ensures that they are able to fulfil their particular roles and responsibilities to a very high standard. The management team have high expectations and aspirations. They are extremely knowledgeable about how to lead and manage a staff team effectively. This is a cohesive team with high morale, which actively contributes to the shared drive and commitment to raise already high standards further. All visitors are monitored by staff to ensure children's safety and well-being at all times. Meticulous documentation means the day-to-day management runs smoothly, children are exceedingly well protected and it supports all practitioners in reflecting and evaluating practice. For example, all policies and procedures that are required for the safe and efficient management of the nursery are in place, reviewed at least annually and made fully available to parents. Risk assessments are robust and cover everything that children come into contact with, including all apparatus, activities and trips off site. Stringent medication and accident records are kept for all children and a computerised system is used to monitor accidents for trends so that swift action can be taken to address any concerns and further minimise risks to children.

Safeguarding actively contributes to protecting all children. Robust recruitment and induction procedures ensure practitioners fully comprehend the various policies and how they are implemented to provide a safe environment where families and their children feel very secure. All staff are vetted for their suitability to work with children and all relevant staff records are maintained and stored in accordance with requirements. Rigorous monitoring of the environment means practitioners are deployed exceedingly well ensuring they are perfectly placed to protect children and to optimise learning. Practitioners participate in meetings with other professionals to ensure strategies are in place to support vulnerable families and where children need additional support with their learning and development needs. This means superior levels of support are in place for those who need it most.

Supervision and appraisal contribute significantly to ensuring the high calibre of practitioners is maintained. Continuous professional development takes high priority and all staff make excellent use of training opportunities. As a result, practitioners continue to develop their knowledge and expertise and use highly motivating teaching to support learning. Reflection and evaluation of the provision is integral to practitioners' practice. This leads to a shared ethos and ensures the views of all who use the nursery are included. The nursery favours a thematic approach to evaluation and divides parents into groups so that several different themes can be considered and reflected on at once. All questionnaires and data from parents are examined carefully and practitioners feed the comments and suggestions into the improvement plan. Additionally, the parents' active contributions to their child's learning are fully implemented by staff, such as specific language activities or maths games parents would like their child to use. Recommendations from previous inspections were rapidly addressed to eliminate weaknesses and practitioners continually look to make improvements across the nursery. One such improvement that is currently being worked on is the introduction of specialised teaching practice. All members of staff are specialising in an area of learning and are to deliver this to all age groups within the nursery. The reason for this is to enhance the focus on learning for all children in age and stage appropriate ways and to aid children's

transition throughout the nursery further as all children form strong bonds with all practitioners.

Partnerships with parents are firmly embedded and parents praise the nursery and practitioners highly. They share information about their child's learning and value the importance practitioners attach to their contributions. Parents express deep satisfaction with the frequent communication and open door policy which enables them to speak to their child's key person about both learning and care. The nursery works extremely closely with six local schools, attending all transition meetings and inviting reception teachers to the setting to meet the children. These strong relationships and the rapid progress children make in their learning and development prepare them extremely well for their move onto 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
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	253678
Local authority	Lincolnshire
Inspection number	908173
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	120
Name of provider	Startright Nursery Limited
Date of previous inspection	01/10/2009
Telephone number	01476 577115

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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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