

Claire's Flying Start Children's Nursery

The Flying Start Nursery, Trinity Street, BARNSTAPLE, Devon, EX32 8HX

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| Inspection date | 20/09/2013 |
| Previous inspection date | 04/05/2010 |

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| 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

- staff develop activities to engage children and encourage their thinking.
- Staff effectively use resources to build upon and promote children's confidence.
- Children are happy and confident as staff provide an environment where children feel secure.
- The effective key worker and buddy system in the toddler room enables staff to share a clear knowledge of children's individual needs, which they meet well.

It is not yet outstanding because

- Staff do not effectively obtain relevant information from parents about their child's development in order to make certain that planning promotes their learning from the start.
- Children's access to resources in the outdoor area is limited due how the area is currently organised and used.

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 had discussions with owner, staff and parents.
- The inspector sampled a range of documentation including the nursery's staff and records, records that show staff and children's attendance and a sample of policies.
- The inspector undertook a joint observation with the deputy manager.
- The inspector observed children's activities in all rooms and outdoors.

Inspector

Sara Frost

Full Report

Information about the setting

Flying Start Nursery is one of four privately-owned day nurseries and it is situated in the centre of Barnstaple. The nursery has limited parking facilities. Children are cared for in three main rooms, on two floors. The base rooms for the younger children are located on the first floor while the pre-school age group are situated on the ground floor. There is an enclosed outdoor play area. The nursery is registered on the Early Years Register. There are currently 62 children on roll all of whom are in the early years age range. The nursery supports a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language. There are nine members of staff, all of whom have appropriate child care qualifications. The nursery is open each weekday from 8am to 6pm, throughout the year apart from all bank holidays and one week over Christmas.

What the setting needs to do to improve further

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

- develop initial information sharing with parents to include children's development in order to aid and develop initial key staff planning
- develop the organisation of the outdoor area to enable children to benefit from available resources.

Inspection judgements

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

Staff provide a wide range of interesting activities that they know will engage the children. As a result children are busy and engaged in their play, and are suitably challenged, which promotes their learning and development well. For example, staff encourage and allow children time to work things out, seeking out which items will 'float or sink'. Younger children are introduced to matching colours of their 'balloons' to the different painted shapes on the wall. Staff provide under two-year-olds with opportunities to explore through use of touch to press buttons, post shapes or roll balls to each other. Staff effectively promote children's language as they talk about the 'spider' they find outdoors, discussing and counting for example 'how many legs he has' and describing other parts of its body. Older children are encouraged to discuss where they think the spider might live and how careful you have to be to put them 'safely back where you found them'. This broadens children's knowledge about caring for others and the environment they live in.

Staff encourage and engage with babies, for example, staff sit close by gently chatting and smiling as they gain eye contact. Children enjoy listening to a range of music proudly showing how you 'play the bagpipes', as they follow this terms topic of 'Scotland'. Children enthusiastically enjoy dancing and singing to action songs.

Staff promote children's awareness of books, and explain to children books have 'titles' on the front so we know what the story or book is about. Children on an individual basis or in small groups enjoy sharing and reading stories together with staff.

Throughout the nursery there are clear practices to monitor and record children's progress. Commencing with the 'All about me' form, which staff ask parents to complete. However information gained is predominantly around children's care routines and not about their current stage of development. As a result, staff are unable to use this information to support their initial planning for individual children as soon as they start. There are good practices in place to support staff so they are aware of and familiar with individual children's planning to support each child's area and stage of development. Therefore, staff provide effective support to aid children's progress while they play. For example, staff help younger children to develop their communication and social skills. Observations undertaken by all staff help key persons plan to promote individual children's development further. Staff discuss with parents their child's day, including activities and routines, when collected. In addition the nursery holds 'parent days,' which provide further opportunities to share children's development. Parents are invited to share and contribute to their child's 'learning journals' and staff complete and share with parents the required progress check for children aged two years.

There is a good balance of organised and free flow play. This means that at times during the day staff organise group activities to enable children to concentrate and focus on a specific area. For example, staff use activities to promote individual development using a craft activity, to help children to learn to manage scissors. Other times children will be playing in small groups but staff might introduce an idea to extend the children's play further. All of these learning experiences help children as they become ready to move onto school.

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

Children, are confident in the nursery environment and older children happily talk with staff as they play. Staff skilfully use puppets such as 'tortilla turtle' to help the children feel safe and engage in conversations with adults. Key staff support and provide appropriate reassurance to the younger children as parents leave the room or as they settle down to sleep. The nursery's key person system is well organised to enable other staff members in the rooms to be familiar with children's routines and development. The nursery promotes a welcoming environment with various displays of children's art work, home languages and photographs displayed around the building. This helps children to feel secure.

Overall, children play with a wide range of resources that are well organised, which provides children with opportunities to explore as they play, both indoors and outside. At

times during the day the toddlers and pre-school age children come together to play, often when playing outside. This helps the younger children become familiar with others, ready for their move to the next room.

Parents have the option for their child to have a cooked lunch offered by the nursery or to provide a packed lunch for their child. Cooked meals are prepared off site and brought to nursery each day. Children sit with staff in their dedicated rooms to eat meals and staff use this time to encourage younger children to feed themselves and talk with the children. This encourages children to develop their social skills and independence.

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 and make small friendship groups. Staff effectively promote children's good hygiene practices. Staff effectively support children and follow parents' wishes to promote children's self care. Older children become independent in their personal care; they understand the need to wash their hands after playing outside and before sitting down to eat. Children have access to the outdoor area. However the organisation of resources makes the area feel cluttered and gives fewer opportunities for children to make the most of all equipment available to them.

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

Staff demonstrate they have a good understanding of welfare and learning requirements. As a result, activities are fun and engage children's interests and help them make good progress. Children are safeguarded as staff are confident in the nursery's procedures to follow to ensure children remain safe while in their care. The owner provides regular training opportunities to ensure staff continue to remain aware of their responsibilities in safeguarding children. There are clear practices in place to ensure staff only allow persons into the building they recognise or request some form of identification before visitors are allowed into the premises. Management understand their responsibilities with regard to the legal requirements and take appropriate action. For example, they are fully aware of the requirement to notify Ofsted of significant events.

The owner has clear procedures with regards to recruitment of staff to ensure they are suitable to care for children. Regular supervision and appraisals conducted by her management team identify any training needs and ensure staff continue to remain suitable to work in the nursery. Systems are in place to ensure there are enough staff working directly with children in each room. Management have back up systems in place to maintain this practice in the event of a staff shortage.

Since the last inspection the nursery has made various improvements. For example, all children have access to paper towels and curtains are now in place to provide privacy to the toddlers' changing and toilet facilities. At some stage during the day all children have the opportunity to access fresh air as they play in the outdoor play areas. In addition the nursery have resource boxes specific for outdoor use. For example, the 'wind box' has

items such as balloons, bubbles and winds chimes for children to explore and play with.

Partnership with parents is good. The nursery supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities. Systems are in place to provide additional support and promote children's development. Parents state how their children 'enjoy coming to the nursery and learning so much'. Parents receive information in various ways such as through discussions with staff, daily sheets, regular newsletters and meetings with staff to share learning journals. The nursery has set up partnerships with other settings that children attend enabling both to fully share in children's progress and promote continuity of care.

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

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| Unique reference number | EY341721 |
| Local authority | Devon |
| Inspection number | 916847 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 28 |
| Number of children on roll | 62 |
| Name of provider | Claire Elizabeth Symons |
| Date of previous inspection | 04/05/2010 |
| Telephone number | 01271 323337 |

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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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