

My Start Day Nursery

Ambleside Primary School, Minver Crescent, NOTTINGHAM, NG8 5PN

Inspection date

Previous inspection date

02/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Effective partnerships are in place between the nursery practitioners, parents and external agencies and professionals. As a result, children's individual needs are closely monitored and swift and sensitive action is taken to ensure they have the best possible start in their learning.
- Children are making good progress in their learning and development. This is because practitioners have a good understanding of how to provide activities and experiences while building on children's interests.
- Leadership and management is effective. The management team are well motivated and passionate about continuous improvement. They ensure a quality workforce is maintained by robust monitoring of practitioners performance.
- Children are happy and settled. Practitioners promote children's well-being by being warm and caring while developing secure attachments with them.

It is not yet outstanding because

- There is scope for children to have more uninterrupted time to play and explore, or to become deeply involved in activities. This is with particular regard to the impact that the structured snack time and outdoor play has on their enjoyment.
- Children's already good language skills are not always maximised. This is because practitioners sometimes use few open-ended questions, for example, during messy play activities to encourage children to describe colours and textures.

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 spoke with the manager, owner, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the owner.
- The inspector sampled a selection of documentation, safeguarding procedures, children's records, planning documentation, attendance records, accident records, medication records, complaints records and sampled written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

My Start Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Aspley area of Nottingham, Nottinghamshire and is one of four settings run by Lily and Company Limited. The nursery serves the local area and is accessible to all children. It operates from a separate building on the same site as Aspley Children's Centre. There are three enclosed areas available for outdoor play. Each area is linked directly to each room where children are cared for.

The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, two at level 2, including two with Early Years Professional Status. The nursery opens Monday to Friday, all year round and only closes for one week at Christmas and all public holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 71 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.

What the setting needs to do to improve further

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

- enhance children's play by ensuring that they have more uninterrupted time and opportunity to play, explore and become deeply involved in activities, for example, by having less structured time for snack when they are playing outside
- enhance the already good open-ended questioning by encouraging children to describe in more detail the colours and resources they wish to use during messy play activities.

Inspection judgements

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

The quality of teaching is good. Practitioners have a good understanding of how to provide activities and experiences while building on children's interests. Given children's starting points, they are making good progress. Practitioners actively contribute to ensuring children are motivated and interested in their play and learning. Play is planned pertinent to individual children, their interests and age and stage of development. As a

result, children are enthusiastic and learn quickly. Each child has their own learning journey file, which is shared with parents to help them understand how well their child is progressing. Regular informal and formal meetings are held with parents to share information about how well their child is progressing in their development. Identified targets to help children move on more quickly are shared sensitively. Some ideas and suggestions are shared with parents to continue their child's learning at home, such as singing nursery rhymes to enhance their already good communication and language skills. Practitioners complete robust observations and assessments, which ensure children are making good progress. They have a good understanding of how children learn through play and implement the Statutory framework for the Early Years Foundation Stage in to their practice effectively. They are familiar with the progress check at age two and complete this when necessary. Practitioners value the input from teachers in also helping children enhance their skills in readiness for attending school. For example, practitioners incorporate mathematics and phonic time during more structured activities to enhance further children's mathematical, language and concentration skills.

Outside, children explore with enthusiasm. They confidently ride trikes and manoeuvre them around objects with good levels of control. Practitioners present activities carefully encouraging children's exploratory skills. For example, garden mirrors placed around the outdoor area entice children to stop and look at themselves. This helps them develop their own self-identity and that of others. Practitioners support children in various ways to enhance their all-round development. For example, during a counting activity, practitioners encourage children to count the dots on the dice and move squares in accordance with the number of dots. Children participate in the game with interest while enhancing their mathematical skills. During some outside play, practitioners organisation of snack time interrupts children, who are deeply involved in activities. As a result, children are temporarily unable to complete the activity or enhance their own learning in which they are deeply engrossed. Children tip and pour water from various containers to using paint brushes to make marks on the ground. More children arrive helping one another collect more water to paint the trikes and use paper towels to dry the trikes off. Children show good levels of cooperative play while having fun. They explore with texture and colour. They show good levels of concentration. However, children's already good language skills are not always maximised. This is because practitioners sometimes use few open-ended questions, to encourage children to describe colours and textures.

Babies thoroughly enjoy singing time. They happily sit with practitioners or stand holding various objects as they move up and down to the rhymes. Babies clap and smile at the end of the rhymes, showing their sense of achievement and pleasure. They show good levels of confidence when exploring toys, such as looking at hard back books, attempting to turn the pages themselves. Practitioners talk to children sensitively and clearly and effectively use signs and symbols to engage with children, who do not use English as their first language. This supports children in their communication and language skills. Slightly older children develop their imaginative skills. They use small world vehicles and make 'brmm' sounds as they move the vehicles backwards and forwards on the toy garage. Other children join in making the sounds with other vehicles and play cooperatively with each other, moving the vehicles in turn around the garage. Practitioners encourage children to freely express themselves during a music activity. Children enjoy the activity as

they hold musical instruments carefully in their hands and shake them while moving their bodies to the rhythm of the music.

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

Children are happy and settled. Practitioners promote children's well-being by being warm and caring while developing secure attachments with them. Children feel secure and safe to explore their environment. This is because the key person system works well, practitioners deploy themselves effectively and toys and resources are safely presented. Practitioners understand the importance of gathering information about the child before they start at the nursery. This is achieved through effective communication and meetings with parents. The key person carefully plans play pertinent to individual children while acknowledging their interest, stage and level of development. Furthermore, practitioners work sensitively and flexibly with parents while helping their child during transitional times from home to nursery. Furthermore, key persons work closely with one another while keeping parents up to date and encouraging them to contribute their ideas during moves between rooms and onto school. This enables all children to have a seamless and smooth transition during their next stage in their learning.

Practitioners enhance children's confidence by praising them and using positive reinforcement helping them to feel secure to try new and challenging activities. For example, practitioners praise babies when they eat their food and attempt to feed themselves by using positive words, such as 'well done', 'clever boy and girl'. Children's self-esteem is good and they understand the boundaries and expectations set out consistently by practitioners. Children are treated with equal concern and included in all activities because practitioners plan and organise time and resources effectively, both inside and outdoors. Positive images, toys and resources are presented, enabling all children to enhance their awareness of other's similarities and differences. For example, letters and words in varying languages are displayed around the rooms. This enables practitioners to refer to when speaking in children's home language and conversing with parents. Furthermore, practitioners support children, who are less able or have special educational needs and/or disabilities by adapting activities and working closely with agencies to meet the child's pertinent and unique individual needs.

Practitioners use the outdoor area well ensuring children are offered plenty of fresh air and exercise, which forms a daily part of their routine. There is direct access from each room to a designated outside area. Older children are able to make their own choices as to whether they wish to play inside or outdoors. Younger children are more closely supervised and have more structured time to ensure they spend time enjoying the fresh air while exercising. Practitioners are good role models and oversee the daily tasks and routines of ensuring the nursery is well maintained and suitable for children. They promote children's learning about being healthy and keeping safe by involving children during daily experiences. For example, effective nappy changing procedures ensure the youngest of children learn about washing their hands to stop germs from spreading. Children are actively involved in emergency fire drills, so they learn what to do and how to keep themselves safe, should they need to leave the building quickly. The cook plans varied healthy and nutritious meals, which successfully adhere to children's individual

dietary needs. This is because the practitioners keep the cook up to date with children's individual dietary needs and any changes that may occur.

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

Leadership and management is effective. The management team are well motivated and passionate about continuous improvement. They ensure a quality workforce is maintained by robust monitoring of practitioners performance. Furthermore, they pull together the thoughts, ideas and suggestions from practitioners, children and parents, as well as external agency input. This ensures that the methods used for self-reflection and evaluation works well to enhance the all-round needs of the children given their starting points and that of their family. Educational programmes are closely monitored. This ensures children are provided with a good range of varied and challenging activities and experiences in the indoor and outdoor environment. For example, planning of play has recently been changed to ensure children's interests are more built upon and that their progress is closely tracked. Practitioners have embraced the system and observations are regularly completed by the child's key person. Play plans are closely and sharply focused to individual children's next steps. As a result, children are making good progress from their starting points and base line assessments. The management team recognises this system is not fully embedded but it has significantly enhanced previous planning. They robustly track the new system by monitoring practitioners by spending time in the rooms overseeing and observing practitioners and children, checking records while referring to the early years outcomes guidance.

Partnerships with parents and others are effective. Parents speak about how friendly and welcoming practitioners are and how information is exchanged, helping them keep up to date with their child's learning and development. This also impacts on how parents continue to enhance their child's learning at home. For example, practitioners share ideas in how to encourage children to enhance their physical skills when young children are learning to walk. Parents try these activities at home and share the outcome with the practitioners. This ensures children are consistently offered opportunities, which consolidate their learning. A good range of information is attractively displayed around the nursery, such as, play plans, daily routines, key person details, policies and procedures. Information is also displayed in various languages to ensure inclusion is effectively promoted, enabling all those with varying languages to be kept up to date with what is happening in the nursery. Practitioners work very closely with other agencies, such as the neighbouring children's centre. For example, healthy eating sessions for parents have been held at the centre. The nursery is actively promoting children's health and dietary requirements by enhancing their knowledge of healthy eating at the nursery. Activities for parents and children are offered, enabling them to stay and have lunch, trying various healthy, nutritious and well-balanced meals.

Practitioners are confident in the procedures they would take should they have any concerns regarding a child in their care. They are familiar with individual staff roles, such as who is the designated person in safeguarding children. They have a good understanding of their role and responsibility in safeguarding children. Robust in-house

training ensures that practitioners are up to date with current legal requirements. Risk assessments are carefully undertaken to ensure all areas within the nursery are safe. These are annually reviewed by the senior management team or as and when required. This good practise also supports senior managers in identifying any emerging patterns and action is taken swiftly to minimise any potential hazards, thus, ensuring where children have access is safe and suitable for them. Adult-to-child ratios are maintained effectively, offering good levels of support to all children. Comprehensive systems are embedded for ensuring all practitioners working with children are suitable to do so. The management team effectively monitor practitioners' performance throughout their time with the nursery. For example, frequently held appraisals, supervision, room monitoring, room leader meetings and team meetings enable senior managers to gather information regarding their practitioners' knowledge and skills. From this, clearly identified training is planned. This ensures all practitioners have a clear understanding and enhance their already good knowledge and implementation of the requirements the Early Years Foundation Stage. Practitioners work well as a team and share best practice not only within the nursery but also between other nurseries within the company. Overall, children and families benefit from the good quality workforce and the service that they provide.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY462457
Local authority	Nottingham City
Inspection number	912936
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	71
Name of provider	Lily & Co Limited
Date of previous inspection	not applicable
Telephone number	01159705152

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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