

My Start 2 day Nursery

Aspley Bells Lane Childrens Centre, Amesbury Circus, NOTTINGHAM, NG8 6DD

Inspection date

Previous inspection date

11/10/2013

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

- Staff consistently make use of everyday tasks, such as hand washing, finding coat pegs and putting on aprons to help children develop their self care skills.
- The setting is led and managed effectively. The manager strives for continuous improvement of the provision. She monitors the educational programmes well and ensures that staff are supported in their training and professional development.
- Children are making good progress in relation to their starting points. Their learning and development is well monitored and their next steps in learning are accurately identified and well planned for.
- Children are encouraged to serve their own meals, pour their own drinks and wash their hands independently. Consequently, they are learning to be independent.

It is not yet outstanding because

- Children are not always supported effectively to develop their early writing skills because the resources they need are not readily available for them to use.
- Children do not always have sufficient opportunities to explore the natural environment, to learn about how things grow or to explore natural materials, such as sand and soil.

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 looked at a selection of policies, procedures and children's records.
- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Elizabeth Coull

Full Report

Information about the setting

My Start 2 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 purpose built premises in the Aspley Children's Centre in Aspley, Nottingham. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. There are currently 28 children attending, who are within the early years age group. Children attend for a variety of sessions. The nursery opens Monday to Friday during school term time. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The nursery school provides funded early education for two-year-old children. It supports a number of 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:

- review the use of the outdoor environment, to provide more opportunities for children to learn about growing processes and to explore natural material, such as mud and sand
- provide further opportunities for children to practise their early writing skills. For example, by providing a range of readily accessible resources, such as, pens, crayons, pencils, chalks and paint.

Inspection judgements

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

Children enter the setting with anticipation and enthusiasm, eager to begin exploring the enabling environment that the staff have created. The room is well resourced, creating a stimulating learning environment, which meets the ages and developmental stages of the children cared for. Planning has been recently improved and on the whole, covers all seven areas of learning. However, opportunities for children to practise early writing skills are not maximised. For example, the pens, paper, crayons and brushes are stored in a unit in the corner of the room, which is not easily accessible, so children cannot use them spontaneously to support their learning. Despite these occasional missed opportunities,

children are making good progress in relation to their starting points. Children actively steer their own play, freely moving around the well-laid out environment from one activity to another.

Although they are a relatively new staff team, they work very well together, having regular formal and informal discussions about the children's development and how to further improve the provision. Teaching is effective because staff seek from parents, detailed information about the child's achievements and development before starting at the setting. It is this information, along with initial observations, that enables practitioners to identify an accurate starting point for each child.

All staff have a secure knowledge of the individual needs of each child and this is evident in their carefully tailored planning systems. Planning identifies adult initiated activities for specific groups of children, dependent upon needs identified in their learning. Activities are evaluated and next steps are used to inform planning for future weeks. In addition, staff take regular detailed observations of the children. This ensures that children are adequately challenged and are moving forward to their next steps in learning. Regular progress summaries are completed, including checks at the age of two, to ensure that concerns are identified early and intervention can be put in place as soon as possible.

Early communication and language skills are well promoted as staff provide regular opportunities for small group times, when stories are shared and songs are sung. For example, a member of staff uses the 'mulberry bush' story to engage a small group of children. Language is extended as this prompts a discussion about getting dressed and brushing hair and teeth. She also uses visual aids, which the children are encouraged to take out of the 'special bag' one at a time. Staff have high expectations of the children as they promote turn taking and good use of manners.

The outdoor area offers children the opportunity to practise their gross motor skills with a good range of physical equipment, such as a climbing frame, slide and bats and balls. However, the potential of the outdoor area for children's learning is not fully realised, as staff do not develop children's awareness of growing processes and opportunities for them to explore and experiment with natural materials are sometimes missed.

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

The provision is well maintained with a good range of high quality resources. There is an array of bright interesting displays, which help to provide a welcoming environment for the children and families that use the nursery. When children are anxious about separating from their parents, they are well supported by staff, who acknowledge their feelings and offer cuddles and reassurance. Because of this, children are soon happy to go off and explore their environment. A good key worker system is successfully implemented and enables children to form a strong bond with their key person. For example, the child's key person predominantly carries out personal care routines. As a result, children develop a strong sense of belonging.

The manager is beginning to make links with local schools in preparation for next years

school starters. The manager aims to ensure that every child has a positive transition into school. Staff promote children's independence with particular emphasis upon health and self-care. For example, children are always encouraged to find their own coat peg, which is identifiable with a photograph and hang their coat up independently. Healthy practices, such as hand washing, are clearly embedded in practice as children effectively wash their hands with little or no adult support. At snack times, children pour their own drinks and butter their own crackers. Staff understand that these are all key skills for children to be well prepared for starting school.

The registered person understands the impact that providing children with a healthy meal has upon their well-being and subsequently, upon their ability to be effective learners. Children's good health is promoted because a healthy meal is provided for the children attending the afternoon session, so that they are well nourished and ready to learn. As the children eat their meals, staff sit with them and encourage conversation while the children enjoy crackers, cheese, grapes, tuna and bread. This is another well used opportunity for children to build positive relationships and to extend their personal, social and emotional development. Food is plentiful with sufficient for further helpings and children eat very well.

Staff take care to consider the differing ages of children and adjust their expectations accordingly. For example, the youngest children are able to seek out other activities when older children are listening to a story. Staff do not expect them to have the ability to sit for long periods. Staff dealt with these situations very well and ensure that the needs of all the children are met.

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

The manager and director have an excellent understanding of the learning and development requirements. They are enthusiastic and driven and through their rigorous self-evaluation processes, strive for continuous improvement. Educational programmes are well monitored. There are monthly staff meetings where staff analyse the success of the activities and provision offered to the children. Children's progress and achievements are collated to identify, which areas of learning staff need to focus on for each child. This ensures that individual children's needs are effectively met.

Effective arrangements to ensure the ongoing evaluation of the provision are in place and an action plan has been established. This clearly identifies weaknesses and what action is planned as a result. The manager regularly observes staff practice and discusses the outcome with them. This information is also used to identify staff training needs. They are then supported to attend relevant courses, in order to improve their knowledge and skills. Staff have clearly forged close working relationships, which enables them to work very well as a team. This helps to create a positive welcoming atmosphere.

Parents are well informed of their child's development through daily discussions at arrival and collection times. There are also termly parents' evenings. The parents' evenings are well attended and information is well received. Parents' views are valued, so they have the

opportunity to comment on the quality of the provision. A good range of information is displayed in the setting, which fully informs parents about the Early Years Foundation Stage and the organisation of the nursery.

Safeguarding is given a suitably high priority. This is clearly embedded within the setting as all staff have a clear understanding of the signs and symptoms of abuse and what action to take should they have any concerns for a child's welfare. Good vetting and recruitment procedures are in place. For example, prospective employees are formally interviewed, observed during practice and only when successful, enter into a three month probationary period. During this time, regular observations are undertaken. Before employment commences, checks and references are carried out to identify the suitability of the new staff member. Staff are given the opportunity during staff supervision time to discuss any concerns. There is a designated member of staff, who is fully trained to deal with safeguarding concerns or allegations. Children's safety is further promoted with daily safety checks and risk assessments of the premises.

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	EY462459
Local authority	Nottingham City
Inspection number	912937
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	28
Name of provider	Lily & Co Limited
Date of previous inspection	not applicable
Telephone number	01159791171

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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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