

Head Start Day Nursery

54 Abington Grove, NORTHAMPTON, NN1 4QU

Inspection date

30/10/2013

Previous inspection date

05/05/2011

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

- Children's communication and language development is promoted well by staff. When talking with children, staff encourage them to think and they give children plenty of time to respond.
- Children's social and emotional needs are well met by staff. Relationships are very good, therefore, fostering a sense of belonging and ensuring that children are confident learners.
- Children enjoy a good variety of activities equally in the outdoor and indoor play environment. Resources are well organised within playrooms, as they are on low-level shelving so that children can choose and select for themselves.
- The partnerships with parents are strong with regard to sharing information that aids staff in meeting children's care and learning needs effectively.

It is not yet outstanding because

- Children are not always supported as effectively as possible in developing skills as they use tools; with specific reference to 'Busy Bees' room children being offered only a fork to eat their meal with at lunchtime.
- The sensory experiences of babies in the 'Happy Hedgehogs' room are not always maximised. An activity involving the creation of pictures with use of glue brushes and small pieces of collage does not fully match their capabilities and they are not encouraged to explore the texture of the glue and materials.

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 observed activities in playrooms and in the outdoor learning environment.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the nursery manager.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

Head Start Day Nursery was registered in 2007. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery operates on three levels in a converted Victorian house in Northampton. There are enclosed outdoor play areas. Access to the first and second floors is via stairs only.

There are currently 117 children on roll and all are in the early years age group. They are able to attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. Operational hours are Monday to Friday from 8am until 6pm throughout the year, except for bank holidays.

There are 22 members of staff including the provider, an area manager and the nursery manager. Of these, one staff member and the provider hold an early years qualification at level 6 and also holds Early Years Professional Status. Also, four staff hold early years qualifications at level 4, eight at level 3, and three at level 2.

What the setting needs to do to improve further

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

- consistently teach children in the 'Busy Bees' room the skills they need to use equipment effectively and safely; with specific reference to developing skills with the use of cutlery at meal times
- enhance the play environment for babies in the 'Happy Hedgehogs' room by increasing opportunities for them to explore their senses and make marks in a wider range of media and materials.

Inspection judgements

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

Staff ensure that children are supported effectively to acquire the skills and capacity to learn and develop in order to reach the next steps in their learning. Children make good progress. Individuals are supported well because key persons' knowledge and understanding of how children develop and learn is good, and planning for learning is

tailored to individual needs. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in nursery and at home. Staff support children well so that they develop skills in readiness for nursery class and school. They use their experience and skills effectively to ensure that the needs of children with special educational needs and/or disabilities are addressed well. They are aware of the requirement to provide parents with a 'progress check at age two' and complete these when necessary.

Children's personal, social and emotional development is given a high priority by staff. They choose from a good variety of resources that are safe and meet their development needs well. Resources and activities provided for babies, generally, promote their sensory experiences effectively. For example, in the 'Baby Hedgehogs' room, babies aged between 10 months and 15 months are delighted as they splash their hands in trays filled with cold vegetable soup. Staff support them well because they encourage the babies to see the marks they can make with cars in the soup. In the 'Happy Hedgehogs' room, older babies enjoy exploring the texture of dry sand as a staff member pours it through their fingers. However, a gluing and sticking activity with use of brushes and glue dispensers is not organised with full effect to match the abilities of the babies taking part. Consequently, the activity becomes too closely directed by staff and children are not encouraged to explore the texture of the glue and the collage. 'Busy Bees' room children aged two to three years enjoy exploring for bugs. They do this while they dig and make marks with tools in soil in the garden, and while they find toy bugs that staff have set into jelly. The pre-school 'Wise Owls' room children enjoy making marks in a variety of ways, in their playroom and outside. They show pride in their phonic knowledge as they write their names with chalks on blackboards that are attached to the fence in the outdoor play area.

Communication and language development is promoted well by staff. Children who speak English as an additional language receive good support in using their home language as well as learning to speak English. Staff interact well with babies while the babies explore the sounds of their voices and communicate with use of facial expression and gestures. Some babies are beginning to say single words. Staff encourage the speaking skills of older children effectively because when talking with them, staff ask open-ended questions and give children time to think before expecting them to respond. A focus in the 'Wise Owls' room currently is to extend children's involvement in imaginative play, and engage more in discussion within a group. A good range of role-play resources, and a variety of books, are constantly available to children in a room off the main playroom. A staff member skilfully promotes children's language development and pretend play as she supports their play effectively without becoming too involved. Children speak confidently to the staff member and to each other, and they use full sentences. Problem solving is promoted effectively. For example, while playing with small world toys a child makes a bridge and plays with a fire engine. The staff member asks the child to decide if the engine will fit under the bridge. The response is no, and so the worker asks, 'what do you need to do?' The expectation is that the child will build the bridge to a higher level, but the child simply takes off the top and says 'that makes it fit'.

Children's manipulative skills are developing well. Older children show determination as they dress dolls in baby grows and manage press studs. Pencil control is practised because

writing materials are always available. Babies press the buttons on interactive toys and learn to feed themselves with spoons. However, skills with the use of cutlery are not fully promoted by staff in the 'Busy Bees' room. This is because children are offered only a fork at lunchtime and so are not able to develop skills when using either a spoon and fork at the same time or a knife and fork to eat their meal.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Transition within the nursery is also addressed well. Consequently, the relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, share and take turns. Children behave well and behaviour is consistently managed by staff with the use of positive reinforcement in order to boost children's self-esteem.

Children are well prepared for the next stage of their learning and transitions to other settings and school. They make good progress in the nursery and there are good links with Reception class teachers in local schools. Good organisation of resources encourages children's independence as they can choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

The nursery environment is warm and welcoming and children learn safety rules. For example, they know how to walk up and down the stairs safely. Children adopt healthy habits, such as good hygiene practices, and they learn to manage their own self-care needs. Meal times are treated as social occasions and food is healthy and nutritious. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally in playrooms and outdoor play areas, and they practise skills with use of large physical play equipment that is challenging for children at different stages of development.

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

Children's good health and safety is protected well by staff. However, this inspection took place following notification from the provider and from a parent that a child had been left unsupervised in the outdoor play area for a short period while staff and other children had gone inside. Ofsted was informed of the incident immediately and a full investigation has been conducted by the provider. Since the incident the provider and manager have reviewed safety, security and supervision procedures, and risk assessments. Meetings with

all concerned have been held. Practice issues covered include supervision of children, and communicating and monitoring procedures with regard to how many children are present indoors and outdoors at any one time. The importance of using registers at all times to record the number of children leaving and returning to their playrooms was reinforced, in order to be fully effective and keep all children safe. Changes made to the outdoor play area since this incident include the installation of CCTV cameras. This means effective measures have been put in place to promote children's safety.

The management team and staff are very clear about their responsibilities to ensure children are fully safeguarded. Staff disciplinary procedures are effectively followed in the event of a concern or an allegation being made. Children are observed to be supervised at all times and staff are well deployed, ensuring ratios of staff to children are always met. Staff ensure that children are never left unsupervised with a person who has not been vetted. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. Parents are made aware of the nursery's safeguarding policy and the Local Safeguarding Children Board procedures. Staff members' safeguarding knowledge is kept up to date. Health and hygiene routines are good and the nursery recently received a maximum five star outcome following an environmental health inspection.

There is good capacity for continuous improvement. The provider, manager and staff use their experience and skills effectively to ensure that the service provided for parents and children is continually reviewed. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that children make good progress. Recent changes to improve partnership working to promote children's learning include the introduction of parent observation sheets. Room audits are conducted by the provider in order to observe staff practice and the use of play equipment. Findings are then discussed with individuals in order for them to improve practice for fully meeting children's care and learning needs. The provider, manager and staff welcome support from local authority development workers.

Parents' views are valued and are used as part of the self-evaluation process in order to ensure improvement. Parents share very positive views with the inspector and they would strongly recommend the nursery to others. Communication with parents is good, ensuring that staff and parents work well together to meet children's different needs. Children do not currently attend any other early years provision, but staff have experience of ensuring strong links so that continuity of care and learning for children is addressed well. Staff ensure that they liaise with external agencies or services to ensure a child gets the support he or she needs. Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met, are very well maintained and implemented. Staff use the good variety of resources effectively for the benefit of children.

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	EY365921
Local authority	Northamptonshire
Inspection number	941155
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	117
Name of provider	Head Start Day Nursery
Date of previous inspection	05/05/2011
Telephone number	01604 791901

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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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