

Best Start at Sinfin

Sinfin Children and Young People's Centre, 345 Sinfin Lane, DERBY, DE24 9SF

Inspection date	23/01/2014
Previous inspection date	Not Applicable

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff are clear on how to safeguard children within the setting, including the procedure to follow in the event of any concerns.
- Staff support children well in entering and settling-in within the nursery, so that they feel secure and comfortable and enjoy their time there.
- Parents and carers receive useful information about their child's learning and development, including an informative newsletter of forthcoming activities, so that they can share their child's learning at home.

It is not yet good because

- Teaching requires improvement, because staff do not consistently deliver the learning objectives of adult-planned activities to fully promote children's progress towards the early learning goals.
- Staff do not always clearly explain the expectations within the nursery, to fully support children's understanding of the rules and of right and wrong.
- The organisation of the space in some areas of the nursery does not fully promote children's free movement and enjoyment.
- The action plan does not clearly identify how the areas for improvement will be addressed. It is not clear that improvements have been completed.

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 the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and action plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information gathered through the setting's parent and carer questionnaire.

Inspector

Justine Ellaway

Full report

Information about the setting

Best Start at Sinfin Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Sinfin Children and Young People's Centre, Sinfin, Derby and is one of four settings owned by Best Start Childcare Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs three members of childcare staff. Of these, one holds a foundation degree in Children and Young People's Services and one member of staff has a level 3 childcare qualification.

The nursery opens Monday to Friday during term time. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the learning objectives of adult-planned activities are consistently delivered, to ensure that children make good progress towards the early learning goals
- implement effective behaviour management methods to consistently help children to learn about what is expected of them.

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

- review the layout of the learning environment so that there is space for children to concentrate fully on activities and experiences
- review the action plan to include how the areas identified for improvement will be addressed and monitored to make sure improvements are completed.

Inspection judgements

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

Staff promote a friendly and welcoming atmosphere and as a result children enjoy themselves at the nursery. Teaching to support children's learning and development is satisfactory. There are suitable opportunities to engage in activities that cover the seven areas of learning. Children can engage in creative play whenever they choose, as staff provide resources for activities, such as cutting and sticking on a daily basis. Children develop early writing skills as they draw around their hand or write a card to a member of staff. Regular observations of the children provide useful evidence of what each child can do and what their current interests are. Staff use this information to provide activities that promote children's enjoyment. For example, staff plan the water play to incorporate bubbles, as a number of children show an interest in this. They also use the observations to produce a reflective termly summary of the child's stage of development. From this information staff identify where they feel a child needs support for their next stage of development. This information is useful and relevant. Staff regularly provide opportunities for children to engage in free play throughout the session. This effectively teaches children to be independent and make decisions about what they do. Staff regularly plan for their key group children, according to their next stages of development. However, they do not always ensure that the learning objectives of the activities are delivered to fully support children's progress towards the early learning goals.

Staff effectively teach children skills in mathematics as they include counting and mathematics language through everyday routines. For example, staff compare the size of the children's handprints on their lunch mat and talk about large and small, bigger and smaller. Staff are reasonably effective at using simple and clear instructions and guidance, particularly if they are supporting an activity and explaining how to do something. For example, a member of staff effectively explains to a child how to put on their wellington boots. This helps children to develop skills for future learning. Staff talk to children during play and ask appropriate questions. Children play outside on a daily basis, in all weathers and have sufficient opportunities to develop their physical skills. Staff effectively use these opportunities to teach children about other areas of learning, such as an understanding of the world. They encourage the children to observe and talk about the weather. The children enthusiastically watch and feel the effects of a hail shower and a child tells a member of staff that they can see it in her hair.

Parents and carers receive useful information about their child's learning and development. They confirm that they are happy with the nursery and feel their children are benefiting in terms of their learning and development. A well-written prospectus of information gives parents and carers useful information about the nursery including a summary of the main policies and procedures. The manager produces an informative newsletter, that provides parents and carers with information about forthcoming activities and how they can support children's learning at home. This ensures that consistent support can be provided. A termly meeting gives parents and carers an update on their child's progress and where the nursery is supporting them in terms of their next stage of

learning. The manager values ongoing contributions from parents and carers about what their child does at home.

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

Staff appropriately position themselves around the room to greet and effectively interact with children as they arrive. They give a warm and personal greeting which boosts children's confidence and self-esteem and promotes their emotional well-being. As a result, most children enter the nursery happily and separate easily from their parent or carer. Staff effectively tailor settling-in visits according to the individual needs of each child. The key person gathers useful information about children, such as their interests, before they start at the nursery, to support this settling-in process. The nursery staff demonstrate a commitment to supporting children's emotional well-being as they leave the nursery. Links with schools within the area are developing suitably, given the short amount of time the nursery has been operating.

Staff are positive with the children, each other and others within the nursery, such as parents and carers. This teaches children to develop positive relationships with others. On the whole children behave well and are respectful of others and the toys and equipment. They listen to staff when they give appropriate explanations. Staff always attempt to deal with inappropriate behaviour and do not ignore it. A member of staff effectively uses distraction to resolve an issue of two younger children wanting the same toy, before this escalates. However, on occasion staff do not effectively teach children an understanding of the expectations and right and wrong. They do not always give a clear or firm message and therefore this sometimes goes unheard.

Staff communicate well with each other during the session to ensure that there is safe supervision of the children both indoors and outdoors, so that children can move freely. The bright and attractive playroom has a suitable range of toys and resources available for children to play with. The messy play area promotes children's enjoyment as there is space to move around and play uninterrupted. The spacious outdoor area has a suitable range of toys and resources laid out to promote children's learning and development across the seven areas of learning. Staff plan appropriate opportunities to promote children's physical skills. For example, they run around on the grass or play with the tunnel. However, on occasion the layout of the carpeted area indoors and the paved outdoor area inhibits children's ability to spread out and play uninterrupted. For example, children love playing with the construction blocks and small world toys, but there is a table immediately next to this area that restricts the space available.

Staff effectively teach children an understanding of how to stay safe. Although they are not consistently effective in teaching children to understand the expectations, they are more effective in explaining how children can stay safe. For example, a child is crashing the cars together as part of a game and a member of staff explains that they may break the cars and hurt the children who are playing close by. A member of staff effectively explains the procedure for hanging up the coats in the corridor to ensure children's safety. Staff effectively teach children about being healthy and about good hygiene through the daily routines. They praise children who remember to wash their hands without

prompting. When getting ready for outdoor play, they talk to children about appropriate clothing to wear for the weather. At lunchtime, staff talk to children about the healthiness of their lunch boxes and which foods are less healthy, and therefore are a treat.

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

The provider meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a suitable understanding of how to safeguard children with regards to child protection issues and procedures. There is a suitable mobile phone and camera policy, to promote children's safety within the nursery. Appropriate checks establish the suitability of adults working with children. Staff are vigilant as children move between the indoors and the outdoors, constantly communicating with each other so that they provide supervision at all times.

The nursery has only been open for four months and therefore the performance management of staff is in its infancy, however it is developing appropriately. Suitable induction procedures give staff appropriate information about their role and responsibilities. The frequency and content of supervision meetings are appropriate to discuss how staff are supporting children and any support they need themselves. Staff have undertaken an adequate range of training since opening, with other relevant training identified to develop their knowledge and skills. The manager has a relevant foundation degree and this enables her to undertake a suitable appraisal of staff effectiveness in supporting children's learning and development.

The manager demonstrates a sound understanding of how to monitor children's progress within the nursery. There is an effective system to track the progress of individual children, as well as reviews of how the nursery is supporting the progress of groups of children, such as those with English as an additional language. The long term planning helps to easily identify any gaps in the curriculum, to ensure that the seven areas of learning are given appropriate consideration. A suitable evaluation of the nursery has been undertaken by the manager, including gathering feedback from parents and carers. This includes targets for improvement to develop the quality of support for children. However, some of these are vague and it is not always clear when improvements have been completed.

The nursery has effective partnerships with parents and carers to meet children's needs. Relevant information is gathered and shared to provide consistency of care. The staff demonstrate a commitment to supporting children who may have special educational needs and/or disabilities. The nursery makes effective use of their location within a children's centre to establish helpful links with other professionals who work in the building. This means that they access support for children, parents and carers quickly when they identify a need. They also join group activities within the centre, such as making music, to provide children with a greater range of activities, promote their social skills and extend their learning. Suitable consideration is given to the information that will be shared with other settings that children attend, should this occur.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467568
Local authority	Derby, City of
Inspection number	930859
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	16
Name of provider	Best Start Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07813587251

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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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