

Flying Start Redruth

Redruth Children's Centre, Drump Road, Redruth, Cornwall, TR15 1NA

Inspection date	10/03/2014
Previous inspection date	17/11/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are supervised extremely well at all times and staff are proactive in monitoring children's well-being and safety.
- Rigorous monitoring, assessment and planning systems are used to successfully support children's progress.
- Staff promote children's all round development exceptionally well through very skilful teaching and the provision of a wide range of interesting and purposeful learning experiences.
- Staff build exceptionally good relationships with parents and link closely with others involved in supporting children's care and learning needs.
- Monitoring of the nursery provision includes all staff, parents and children. As a result, areas identified for future improvement benefit children.

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 viewed the premises, toys and equipment.
- The inspector engaged in discussion with the manager, nominated individual, staff, and children.
- The inspector undertook a joint observation with the manager.
- The inspector observed interactions between staff and children.
- The inspector sampled nursery documentation.

Inspector

Jayne Pascoe

Full report

Information about the setting

Flying Start Redruth is one of a chain of nurseries, privately run by Flying Start Nurseries (S.W) Ltd. It opened in 2007 and re-registered in 2011 due to a change in company status. The nursery operates from the Children's Centre, sited in the grounds of Pennoweth School, close to the centre of Redruth in Cornwall. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery operates from purpose-built premises with a secure, enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll in the early years age group. The nursery receives funding for the provision of early education to children aged two, three and four years. The nursery currently supports a number of children with special educational needs. Several children also attend another early years setting. The nursery employs 11 members of staff plus a designated nursery cook. The manager and two other members of staff hold an early years degree. Six members of staff are qualified to a level 3 and two are currently working towards a level three. The nursery follows some aspects of the High Scope and Forest School curriculum model.

What the setting needs to do to improve further

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

- enhance learning experiences outdoors even further, for example through the provision of additional resources such as letters, signs, symbols, numbers, pictures of local wildlife and nature trails.

Inspection judgements

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

Staff have an excellent understanding of how children learn and develop. They follow robust procedures to gather useful information regarding children's individual preferences, interests and abilities. This helps them to settle new children and engage all children in purposeful and worthwhile learning experiences. As a result, children make exceptionally good progress towards the early learning goals. A broad and balanced range of enjoyable activities takes place indoors and outdoors. Children eagerly participate in self-initiated and adult-led play. Staff interact very skilfully to support, encourage and help children to achieve. For example, when children show an interest in super heroes, staff encourage them to design and build a large replica super heroes' car outdoors. They use large cylinders and car tyres. On completion, children climb on top of it and are triumphant in their successful creation of such as marvellous vehicle. During this activity children learn to problem solve, cooperate and negotiate. Staff also provide additional learning experiences, as they skilfully introduce further challenge. For example, they engage children in

discussion about shape, size and form. The quality of teaching is exceptional as all staff demonstrate an ability to act upon children's spontaneous actions to promote their learning and development. Children find a worm on the path and are encouraged to consider if this is where a worm might live. They decide it would be safer in the raised container, which holds soil ready for planting. Children place the worm carefully and gently in to this area. Staff encourage other children to join-in and explore whether the worm is heavy or light, long or short, wriggly and ticklish to the hand or not. They then leave the worm in the container whilst they fetch a magnifying glass to examine it in more detail. Children are enthusiastic and display the characteristics of effective learning. They are curious, highly inquisitive and very keen to learn.

Staff across the nursery are consistent in their use of robust assessment systems to establish children's individual starting points and monitor ongoing progress. Each child's key person keeps an individual learning journey, which includes an 'all about me' form, ongoing written assessments, photographs and samples of children's work. These show that children make excellent progress across all areas of learning. Staff share children's records freely with the children and their parent/carer to celebrate individual achievements. In addition to the 'WOW' cards, this helps the key person to share ideas with parents to effectively promote shared home learning. The key person successfully identifies appropriate next steps for children's progress. They then link these next steps very effectively to future planning. As a result, children benefit from appropriately challenging activities and the support of a skilful and competent staff team, who have very high expectations of all children. This positive attitude to children's learning leads to a determination in helping them to succeed in achieving their specific goals.

Staff support children with special educational needs and/or disabilities very effectively, in partnership with parents and other professionals. Staff give a high level of focus to the promotion of children's language and literacy skills, through a 'letters and sounds' and 'babbling babies' programme. This supports children's ability to communicate vocally through emerging and extended vocabulary, use of signing, facial expression and body language. Older children recognise letter sounds and they are beginning to write their own name. Staff use interesting and innovative teaching methods to enhance children's enjoyment of learning. For example, an adult makes a 'letter sound' and children actively search to find the associated written letter in the playroom, using a telescope. This adds another exciting dimension to their play and learning. Children's physical development is promoted exceptionally well through use of the extensive and stimulating outdoor play area. Staff supervise children well and encourage them to stretch themselves to reach their full potential. As a result, children climb competently to the top of the playhouse and slide capably back down again using the sturdy rope. They are adventurous, physically strong and well-coordinated. There is evidence to show that during their time at the nursery, children rapidly acquire the essential key skills to prepare them for their next steps in learning.

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

Children are very happy, settled and confident. They form an exceptionally secure attachment to their key person, other staff and children. As a result, the nursery exudes a family atmosphere, in which all children are treated with equal concern, are fully included and valued. Staff know children and their family well. The key person system is highly effective in ensuring that children's individual needs are identified, respected and met. The professional, competent and capable staff team create a warm and welcoming environment, in which children thrive and flourish. Children follow the very positive examples set by adults and are well mannered, considerate, kind and helpful. They enjoy taking responsibility for tasks, such as setting out activities, making suggestions for future improvements and tidying away toys after use. Staff teach children how to manage their own personal care needs in relation to their individual age and ability. This helps to support their well-being and promote their independence. Children are listened to and their ideas are respected. As a result, they engage in interesting and enjoyable activities experiences and are able to influence their future learning. They demonstrate a strong sense of belonging. Staff are highly attentive to children's needs. They are quick to identify and respond when children are tired, hungry or thirsty. Nappies are changed regularly and as required. Staff explain how they protect children's skin by increasing the number of changes. They also work with parents to introduce additional measures, such as a protective barrier cream if necessary. A record of nappy changes, sleep, daily activities and meals is kept to share with parents at the end of each day. This helps to monitor and promote children's good health. Staff are confident in describing good procedures to identify and care for children who are unwell, which include contacting parents to collect them if necessary. Children learn to identify and manage everyday risk, as they are actively involved in carrying out risk assessments of activities. Coupled with the high level of importance placed by staff on maintaining children's safety, children feel safe, secure and well cared for.

The nursery is light, spacious and organised very well to meet children's individual needs and promote their independence. Children are grouped appropriately, as younger children and pre-school children have their own designated room. The nursery has a separate sleep room, which is quiet and kept at a comfortable temperature. The nursery employs a dedicated cook, who provides children with nutritious home cooked meals, which they thoroughly enjoy. So much so, that many children request a second helping at lunch time. Drinking water is made readily available at all times. Staff encourage children to play in their preferred environment, as they understand that this is essential in supporting children's all round learning and development. They are happy to change children's clothing as often as required during the day, to keep children warm and dry. This may be because it is raining or that children have been enjoying 'messy' play activities. Staff engage children in ongoing discussion about good health and hygiene procedures. As a result, children develop an excellent understanding of the importance of promoting their good health and how this impacts positively on their growth and development. The extensive outdoor area offers a wide range of interesting slopes, paths and areas for a variety of play activities. There is an undercover decked area which allows for art and craft to take place whatever the weather. Children plant and grow fruit, flowers and vegetables in the raised container. They are keen to water these using the outside tap and watering cans. Children choose to play outdoors as and when they wish, regardless of the weather, as they are provided with protective clothing and boots. They particularly enjoy splashing in puddles when it is raining. Children of all ages interact in the outdoor area and are also

able to visit their siblings and friends in adjoining rooms via the shared decked terrace. This enables older children to role model for younger children and for younger children to experience activities to extend their abilities further, as they experience an increasingly challenging range of resources.

Children benefit from regular opportunities to explore their own cultures and beliefs and that of others. There is evidence that they have celebrated Chinese New Year, Diwali and are currently looking forward to Easter. They enjoy a wide range of toys, resources and books that depict positive images of people from the local community and the wider world. This includes photographs of themselves, which acts to help them understand and respect people's differences. Very effective and positive working relationships with other early years providers promotes continuity in children's care and learning. This is because the key person shares excellent levels of information on a regular basis with the key person from any other setting that children may attend. Staff also liaise very successfully with numerous local schools. This helps to support children in their move from the nursery and in to school life.

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

Staff have an excellent understanding of the learning and development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate a very secure understanding of the local safeguarding procedures and are confident to follow these if required. Leadership and management systems are robust and the nursery manager is competent, confident and capable in her role and responsibilities. She is supported exceptionally well by the management team. All staff demonstrate excellent skills in promoting children's well-being and learning. They are knowledgeable and experienced. Staff are deployed effectively to meet the needs of the children. They supervise children well at all times. Recruitment, induction and supervision systems are robust. Regular appraisals take place to monitor and assess the ongoing suitability of staff. Staff receive regular opportunities to extend their knowledge and skills and keep up-to-date with changes in legislation through in-house training events. There is an appropriately qualified and experienced deputy manager in place to provide temporary cover for the manager if required. The manager is highly organised and efficient. She supports the staff team very well. Vetting procedures are secure and a record of staff suitability checks and qualifications are readily available for inspection. A comprehensive written risk assessment is in place and the staff complete daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. As a result, of these excellent practices, staff keep children safe at all times.

The nursery has a very good range of written policies and procedures to share with parents. These are implemented consistently across the nursery. Record keeping is thorough and provides evidence that parents are fully involved in agreeing appropriate procedures to promote children's safety and well-being. For example, parents must give written permission for the administration of prescribed medication. Staff follow robust

procedures to avoid the spread of infectious illnesses and to care for sick children.

The educational programmes and assessment systems are highly effective. Children's next steps link directly to future activities. Staff clearly record evidence of ongoing progress in children's learning journeys. Staff understand the importance of providing children with regular opportunities to re-visit favourite activities to reinforce learning. The staff team demonstrate considerable skills in their interactions with children and the quality of teaching and learning is highly effective. As a result, children make excellent progress in relation to their starting point. Partnerships with other agencies and parents contribute to meeting children's individual and specific needs. As a result, all children receive the support they require. The nursery regularly reflects on their practice to monitor and evaluate their overall effectiveness. They work closely with parents and children to identify appropriate areas for future improvement. As a result, they plan to develop a secluded area outdoors for activities that require high levels of concentration, such as problem solving, reading, planning, discussion and story-telling.

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	EY426302
Local authority	Cornwall
Inspection number	955718
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	81
Name of provider	Flying Start Nurseries (S.W) Ltd
Date of previous inspection	17/11/2011
Telephone number	01209 217171

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

