

# Starting Out Day Nursery

63 Wolfe Road, Norwich, NR1 4HT

## Inspection date

Previous inspection date

09/06/2014

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

- Children are happy, settled and feel safe in this warm and welcoming nursery. They develop strong emotional bonds to their key person and other staff. Children build friendships with other children and play well together.
- Staff have a good understanding of how children learn and the quality of teaching is consistently good. Staff observe children as they play and plan effectively, to promote a balance across the areas of learning.
- Staff are motivated and enthusiastic. They are led by a management team that is committed to continuous improvement.
- Partnerships with parents are good and staff continue to promote them as their child's key educator. Information is shared effectively, both through daily discussion and sharing written documentation about children's learning and development.

### It is not yet outstanding because

- Children's sense of belonging is not as developed as it could be because staff do not pay sufficient attention to displaying children's artwork, or ensuring that labelling reflects the home languages of the children attending, to fully promote an enabling environment.
- Staff are less focussed on supporting children's awareness of good hygiene habits, with specific regards to encouraging them to recognise when their nose is dirty and to know how to deal with it appropriately.

## 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 compulsory part 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 Caterpillars (children from three months to two years); Butterflies (children from two years to three years); Rainbows (children from three to five years) and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## Full report

### Information about the setting

Starting Out Day Nursery was registered in 2003 and registered again in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is owned by the Pre-school Learning Alliance and operates from purpose built premises at Thorpe Hamlet Children's Centre in Norwich, Norfolk. Children have access to three main playrooms, toilets and ancillary rooms for sleeping babies. There is an enclosed outdoor play area. The nursery is accessible to all children. The nursery employs 17 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6 and nine other staff are qualified to at least level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. There are currently 90 children on roll, all of whom are in the early years age range. The nursery provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- extend children's awareness of good hygiene habits, with regards to encouraging them to recognise when their nose is dirty and to know how to deal with it appropriately
  
- promote a more enabling environment to further support children's sense of belonging; with regards to displaying children's artwork and ensuring that labelling reflects the home languages of the children attending.

### Inspection judgements

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

Staff have a good understanding of how children learn. They gather useful information from parents when children first attend the nursery, to find out about their likes, dislikes, interests and abilities. This establishes children's starting points on entry to the nursery. Staff undertake thorough observations, which are evaluated effectively to identify children's next steps. These are reflected in their planning to meet the unique needs of every child, ensuring that every child makes good progress in their learning and development from their starting point. Children's developmental progress is monitored effectively, through termly assessments. This ensures any gaps in their learning are quickly identified and managed, to ensure children are prepared for school. The progress check for children aged between two and three years is completed and parents are given a copy of the report. Parents are actively encouraged to remain involved in their children's learning in the nursery and at home. They are invited to attend regular parents' evenings that have recently been established, to discuss their child's progress. Parents are able to

take written records of children's learning home at any time. They are encouraged to continue to share what they know about their child. Monthly 'stay and play' sessions are being introduced, so that parents can come into the nursery to see what their children are doing and be involved in their play.

The quality of teaching and learning is consistently good across the nursery. Children are supported well to become enthusiastic learners and be ready for the next stage in their learning. Outdoor play is well established, promoting children's interest in this area and ensuring those children who learn best through being outside, are able to do so. Staff provide plentiful opportunities for children to play independently and support this well by providing a varied and interesting range of resources that promote all areas of learning. Older children seek out others to share play experiences. They play imaginatively together, based on their own experiences. For example, they show a good interest in information and communication technology and they play together in the role play area where they use keyboards and mobile telephones. Staff recognise the short concentration span of children and readily provide activities in response to their interests. They provide opportunities for babies to explore media and materials as part of their exploration of the world around them. Babies use their whole body to explore and enjoy the texture of paint. Staff put paint into a large tray on the floor where babies can explore with their fingers, feet or whole body. Babies enjoy the sensory experience of making marks in the paint and show an interest in the marks they make as they sit in it and rub it onto their legs. Older children use small world cars to make tracks in paint and they are beginning to write recognisable letters. Some children write letters from their first name independently. A member of staff has recently attended a training course about critical writing. Following this, she has shared information with other staff to promote writing during children's early years. She responds well to children's interest in writing. For example, when talking about disability, a child asks how people whose hands do not work can write. Staff explore with children how this might be possible and extend the activity to encourage them to hold pencils between their toes to make marks on paper.

Children understand that print carries meaning and enjoy listening to stories in small and large groups. Babies look at picture books with adults and excitedly point to illustrations. Older babies are able to identify and name items in simple illustrations. However, labelling around the playrooms, does not reflect the home languages of the children attending, to promote their sense of belonging and maximise opportunities to help all children feel valued. Staff promote children's speech and communication skills well. They respond well to the babbles and gestures of babies and repeat words that babies attempt to say, so that they hear them pronounced correctly. Staff model building sentences by repeating what the child says and adding other words. For example, when the doorbell rings, a child says 'door'. Staff respond by saying 'yes, someone's at the door'. They continue the conversation by asking children who they think it might be. Older children hear language and conversation all the time because staff talk to them about what they are doing during play and routine situations. Staff use open-ended questions when talking and give children time to process the question before answering. They engage children in conversations about things that interest them, such as looking at pictures of computer games in a catalogue. Staff respond well to the links that children make between the games and what they play with at home.

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

Children develop strong emotional bonds to their key person and other staff because the move from home into the nursery is managed well. Staff gather useful information from parents when children first attend the nursery, to identify established routines for feeding and sleeping. These are continued, to promote continuity of care. Each child is allocated a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. Each key person has a buddy to take responsibility for the child in their absence. This ensures that children's individual needs continue to be met by a person who knows them well. Children are emotionally prepared for the next stage in their learning because moves from one playroom to another within the nursery are good. Children are fully supported by their key worker to progress from one room to the next. They are happy and settled and are helped to develop the necessary skills, which helps them to embrace new experiences with confidence.

The learning environment is organised well, to promote all areas of learning. Toys are stored well in low-level units, to enable children to select what they want to play with and return it when they have finished. This promotes independence and supports children to engage in purposeful play. However, staff do not pay sufficient attention to displaying children's artwork or ensuring that labelling reflects the home languages of those attending, to promote an enabling environment to further support children's self-esteem and sense of belonging. Children behave well. Staff act as good role models and treat children with genuine regard and respect. Consistent boundaries are in place to help children know what is expected of them. Children readily share popular resources. Good behaviour and individual efforts are valued and given meaningful praise, promoting children's confidence and supporting their developing awareness of the needs of others.

Older children move freely between indoor and outdoor spaces, promoting fresh air, exercise and supporting a healthy lifestyle. Babies also have plentiful opportunities to be outdoors and mix with the older children, giving them opportunities to meet up and play with their siblings. The garden is well planned and supports all areas of learning. Children learn to keep themselves safe in the sun. They understand the need to use sunscreen and to wear a hat when playing outdoors in hot weather. Children generally manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands. However, staff do not consistently support children's awareness of good hygiene habits because younger children are not encouraged to recognise when their nose is dirty and to know how to deal with it appropriately. This results in dirty noses being left unattended and increases risks of cross-infection. Children's dietary needs are met well. Meals are prepared by the nursery cook, who takes into account any specific dietary needs when planning home-made, freshly cooked meals.

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

Staff understand their responsibilities to safeguard the welfare of children. They are aware of the signs and symptoms of abuse, which helps them to recognise when children may be at risk and they know how to report concerns. There is a robust child protection procedure

in place that is in line with Local Safeguarding Children Board guidelines. It includes the action to be taken if an allegation is made against a member of staff. Recruitment and selection procedures are comprehensive and a thorough induction process ensures staff are aware of their roles and responsibilities. A system of supervision has been introduced, to provide support and continuous improvement. A record is maintained of suitability checks. New staff do not start working at the nursery until all their suitability checks have been completed. This helps to protect children's well-being

The nursery has undergone significant improvement since it was registered again to the Pre-school Learning Alliance. It is now led by a management team that has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They are committed to providing a good quality of care, learning and development for all children. An action plan is in place that is challenging but achievable. Staff are enthusiastic and motivated and each room within the nursery has its own action plan for improvement. This gives staff ownership of their room, supports them to consider their own practice and to think about the impact on children. However, there is scope to improve the appearance of the rooms, to promote an enabling environment for all children. The quality of teaching and learning are effectively monitored by management, to ensure children's individual needs are met.

Partnerships with parents are friendly and trusting. Parents report they are happy with the care their children receive and value that staff 'genuinely care' about their children. They state that they recognise the improvements made over the last six months and they now feel there is a strong management team. The high turnover of staff and use of agency staff has also reduced significantly. This supports children to have consistent staff who know them well and understand their needs. Good systems have been introduced to keep parents fully informed about the nursery and their children. This includes the introduction of regular newsletters and parents' evenings where parents can talk to staff about their children's progress. Staff talk to parents each day to feedback what their children have been doing. A daily diary is maintained for younger children. Good links are made with external agencies and other settings that children attend. This ensures concerns about children's well-being, learning or development are quickly identified and managed, to support them to make the best possible progress that they can.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY472338
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	948092
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	43
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01603307680

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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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