

Janet Genter Community Nursery

Little Stars Children's Centre, 95 Preston Road, HULL, HU9 3QB

Inspection date	15/08/2014
Previous inspection date	13/12/2011

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

- Staff are well informed about their responsibility to keep children safe. They understand the safeguarding procedures and take appropriate action when needed. As a result, children are protected from harm.
- Staff are sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a happy environment for children and their families.
- Managers and staff reflect carefully on the quality of the provision. They effectively identify the strengths and weaknesses of their nursery because they are proactive in seeking the views of staff, children and parents. This helps them to consistently drive improvement.
- Staff provide a stimulating environment and a wide range of experiences, which effectively promotes children's learning and development. Teaching is good because staff understand the different ways in which children learn and meet their individual needs well.

It is not yet outstanding because

- On occasions, such as meal times, some learning opportunities are missed because meal times are not organised as effectively as possible.
- Staff do not always complete the safety checks outdoors in a timely manner which can, on occasions, mean that children have reduced outdoor experiences.

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 toured the nursery and observed the children's activities.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The inspector looked through the children's observation files, checked evidence of suitability, qualifications and looked at a selection of policies.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day and through written feedback.

Inspector

Jill Roberts

Full report

Information about the setting

The Janet Genter Community Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Child Dynamix, a registered charity. The nursery is situated in a purpose built children's centre in the east area of Kingston upon Hull. Children have access to an enclosed outdoor play area. The nursery serves the local and wider areas and is accessible to all children. It operates from Monday to Friday between the hours of 7.30am and 6pm during term times and from 8am until 6pm during school holidays. There are currently 107 children attending who are in the early years age group. There are a total of 14 staff who work directly with the children. Of these, 13 hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- organise meal times more effectively to ensure that learning opportunities are not missed because children have to wait for staff to join them
- complete safety checks for the outdoor area in a timely manner at the start of the day to maximise the amount of time and the opportunities children have for outdoor learning.

Inspection judgements

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

Staff have very good knowledge and understanding of the Early Years Foundation Stage. They know and understand how young children learn and develop and effectively translate their knowledge into practice. Staff regularly observe children's play and link their achievements to the areas of learning. Next steps form the basis for each child's individual development plan, which staff use well to organise rich, varied and imaginative experiences. The activities, resources and experiences that staff provide help to ensure that children have purposeful learning across all seven areas of learning. This ensures that the provision meets children's needs and interests and helps them to make consistently good progress in their learning and development. The manager uses the information from observations and planning to identify any gaps that there may be in children's learning and development. Interventions and additional activities are then planned to ensure all children continue to make good progress. This ensures that children with special

educational needs, or those who speak English as an additional language, receive the best possible support they can to help them make good progress.

Children are articulate and communicate well. They confidently talk about what they have been learning during family group time. Staff demonstrate good teaching as they skilfully question children, allowing them time to think and respond. Children are eager, motivated and actively participate in activities. They demonstrate the characteristics of effective learning by having a keen disposition. Staff give children lots of encouragement, such as smiles and verbal praise. They enable many opportunities for children to explain their thinking and to make links in their experiences. For example, because children are interested in the beach, the staff provide children with newspapers to make cones for their ice creams. The children harvest potatoes that they have grown with the food and nutrition coordinator and they chop and peel the potatoes to make chips. These activities support their interest in the beach and also help them to understand where food comes from. Children are also involved in making their own tea. They choose the type of bread and filling that they would like. They then make their own sandwich or wrap. Children are very eager to join in. However, on some occasions, such as meal times, children's learning is not maximised. This is because the organisation of meals times is not always highly effective and children have to wait for a while until staff are able to engage with them.

Staff complete the progress check for children aged between two and three years, which enables them to identify, at an early stage, if a child is falling behind in an area of learning and development. They involve parents in this processes to ensure that they are fully informed and understand the reason and procedures followed, should their child need specialised support to help them make progress. Parents have access to all of their child's learning and development records and can talk with their key person at any time. They are invited to meetings which look closely at children's progress and enable them to discuss what their current interests are in nursery and at home. Staff and parents also identify where children need more support. They use effective interventions to match learning to meet individual needs and to provide children with consistency between home and nursery. Parents and staff communicate well through written notes and daily discussions, which enables them to meet children's developing needs quickly. Parents say that staff are 'amazing' and that their children tell them all about their activities. Parents feel that their children are making good progress, particularly with their communication and social learning. This is because staff focus their teaching well on the prime areas of learning to provide children with the key skills they need for their future learning and their eventual move to school.

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

Staff are sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a happy environment for children and their families. This starts when children enrol in the nursery. Key persons collect relevant information from parents. They take time to observe children, getting to know them and their families. Staff use this information to ensure the children's emotional well-being is paramount in the nursery;

they do this particularly well. As a result of this, staff make well-informed decisions about the nature of the support that they provide. For example, staff speak to children at their level so that they have eye contact, which promotes positive communication and fosters a feeling of security and trust. Staff are attentive and listen closely to what children are telling them, establishing good emotional connections. As a result of this, children are secure and confident in their care. Parents say that they feel welcome in the setting and that the high level of care provided is a clear strength of the nursery. Staff show understanding and provide parents and carers with reassurance and support when children and their families are experiencing difficult times.

The indoor and outdoor environments are stimulating, well-resourced and welcoming. Staff provide a wide range of good quality resources and experiences for children. Children select the resources that they want to use and decide where they want to use them. Children have good opportunities to play in the outdoor area. However, occasionally they cannot go outdoors at the time they wish because staff do not always organise the completion of safety checks in a timely manner. In spite of this, when children play outdoors staff support them well as they learn to take risks in the challenging environment. For example, children climb up and balance on stumps in the ground while staff are close by offering support when they need it. Children are independent and develop a good sense of responsibility and safety. For example, at lunchtime children carry their own bowls and serve themselves. Staff support children well and help them to manage the risks involved. They talk to children about the dangers of the hot plate and how to serve themselves safely. After children have eaten their meal they clear away their plates and help tidy up. Staff provide a strong base from which children develop their independence, and these examples demonstrate how successful this is. They work hard to ensure that children are emotionally well-prepared for the next stage in learning. This includes effective preparation for children when they are due to move on to a new room or age group in the setting. For example, the youngest children are in one large area. There are low level dividers separating them. Consequently, the staff and children are familiar and children are emotionally well prepared as they move into the two-year-old group. Pre-school staff liaise with feeder schools in the summer term to plan for the move on to school and establish what the setting can do to support this process.

Children are supported well with learning how to adopt a healthy lifestyle. Staff obtain important information about children's health, well-being and dietary needs from parents. They operate a healthy eating policy and introduce children to a varied menu that helps children learn how to make healthy food choices. Staff talk to children about the healthy meals they are eating and what ingredients have been used to make them. They involve children in many food preparation activities so that they to understand food in different ways. Staff help children develop healthy routines and self-care practices until they are able to do these independently for themselves. They teach children about the importance of washing their hands after using the toilet and before eating. The parents of very young children say that children enjoy nappy changing time because they can wash their hands in the small sinks. Children respond well to care routines and demonstrate that these routines are embedded within their daily experience at nursery. Children understand the routines of the nursery and the expectations of the staff. This is because staff are good role models and have a consistent approach to managing behaviour. They recognise children's efforts as achievements and they praise children when they use good manners.

Children know why staff are praising them because the staff regularly tell children what they are pleased about. Staff also tell children what is happening next so they are prepared and can organise their time and play effectively. As a result, children behave well because they know and understand routines and boundaries.

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

Staff take all necessary steps to safeguard children and to promote their welfare. They have good knowledge of their safeguarding duties and are confident with the procedure to follow if they were alerted to a child at risk of abuse or neglect. All staff have attended relevant training and understand the indicator signs of abuse and who must be informed. The safeguarding policy is robust and effectively underpins their practice. Parents receive information about safeguarding in their induction pack, which keeps them well informed about how the staff keep their children safe. This includes displaying posters to remind parents and visitors that only cameras and mobile phones belonging to the nursery are to be used in the nursery. The manager has completed local authority safeguarding training at level 2, so she is well equipped for her role as designated officer. Appropriate checks have been completed to confirm the suitability of all those working on the premises. Staff take appropriate precautions to ensure that the environment is safe for children. They carry out comprehensive risk assessments to ensure that hazards in the environment, or during activities, are identified and minimised. The manager assesses accident information and takes further action where needed, such as, updating risk assessments and planning training for staff.

The nursery has a clear drive for continuous improvement. It is lead and managed well with the full support of a dedicated staff team who work closely together. This has a very positive impact on the overall effectiveness of the setting. For example, the nursery has successfully met the two recommendations that were raised at the last inspection. Staff now monitor the effectiveness of educational programmes by regularly reviewing the planning of activities and the quality of provision for individual children. This enables them to plan more effectively for each child and to ensure that the activities and environment provide them with challenge. Consequently, staff have improved the outcomes for children. Staff benefit from regular, high quality supervision. This helps to identify any potential weakness in teaching and learning. It also ensures that staff continue to develop their knowledge and skills, keeping up-to-date with current early years practice for the benefit of the children attending. Staff attend training offered by the local authority. The management team also provide in-house training, which is tailored to staff needs. The manager supports staff well and encourages them to be reflective in their practice on a daily basis. Staff observe each other during the course of the day and give feedback. They discuss what is going well and what they need to improve.

Staff recognise the importance of self-evaluation and self-reflection. They know what their strengths and priorities for development are and what the nursery needs to do in order to improve. The staff work closely in partnership with parents and actively seeks their views to help influence decisions. They have regular discussions with parents and their children and also ask parents to provide written feedback through their response to questionnaires.

This helps to shape the nursery's practice and celebrate their achievements. The children and staff also reflect together on what they have been doing in activities and what aspects they liked and what aspects they did not like so much. This process gives everybody a voice and helps to keep everyone involved in children's learning and development. Parents are well-informed about day-to-day procedures. The nursery has a website which allows parents to access information electronically, such as, opening times, costs and the latest Ofsted report. The setting also works well in partnership with external agencies. They share information about children's care, learning and development so that a consistent and positive experience is provided for all children and their families.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY307681
Local authority	Kingston upon Hull
Inspection number	861939
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	107
Name of provider	Child Dynamix
Date of previous inspection	13/12/2011
Telephone number	01482 790277

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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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