

# Head Starts Day Nursery Ltd

5 Harcourt Road, Bournemouth, BH5 2JG

## Inspection date

Previous inspection date

06/10/2014

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 feel very safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to the good relationships they form with staff.
- The environment provides children with good opportunities to choose their play materials and follow their individual learning styles.
- A very good partnership between the nursery staff and the parents ensures key information is shared between them, which helps the staff meet children's individual needs well.

### It is not yet outstanding because

- Children's progress in mathematics is not as effective as in the other areas of learning.

## **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.

## **Inspection activities**

- The inspector discussed the format of the inspection on arrival.
- The inspector observed children and staff engaged in activities in the indoor and the outdoor learning environments.
- The inspector invited the manager to carry out a joint observation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and sampled other documentation.

## **Inspector**

Alison Large

## Full report

### Information about the setting

Head Starts Day Nursery registered in 2014 and is privately owned. It operates from a detached house, in the Pokesdown area of Bournemouth in Dorset. Children have use of four rooms on the ground floor and there is an enclosed outdoor space for outside play. The nursery is registered on the Early Years Register. The nursery operates Monday to Friday, from 8am to 6pm, for 51 weeks of the year. Children can attend for a variety of sessions. There are currently 21 children in the early years age group on roll. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are five staff employed to work with the children, including the manager who is an Early Years Professional. Four staff hold a relevant childcare qualification and one member of staff is currently working towards a qualification. The owner works in the nursery as the administrator.

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

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

- extend the educational programme for mathematics making sure suitably challenging experiences are planned to ensure all children make good progress across all aspects of this area of learning.

## Inspection judgements

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

Children thoroughly enjoy their time at the nursery. The staff create an environment where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well. They develop new skills, grow in confidence, and rise to the challenge of trying something new. The educational programmes ensure staff offer children interesting and challenging experiences across the different areas of learning overall. The nursery is organised to provide a stimulating learning environment, with access to well-resourced areas that children can explore freely. Staff demonstrate good teaching methods as they sit at the children's level and interact with them, maintaining eye contact. Staff encourage children to listen to what is being said. This approach contributes to the building of good relationships and listening skills to help prepare them for school. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. During creative play, children are able to experiment with a variety of textures including ice, glitter, dough and paint. Staff use very good teaching methods to support and challenge children's learning. For example, staff help children to sound out letters during activities. They give lots of praise and encouragement for children's emerging writing skills, which in turn greatly boosts children's self-esteem and confidence,

preparing children very well for school. Children are developing well with their listening and attention skills and are encouraged to listen to what others say and respond to simple instructions. For example, when children finish their snack staff encourage them to clear away their plate and cup. When children respond they receive praise for their good listening skills. Staff use opportunities to prompt children's thinking and discussion to help reinforce their understanding. For example, during a painting activity, staff ask questions such as 'How are people going to get in?' when a child describes their painting of a castle with a Princess inside. However, in mathematics, staff miss some opportunities to encourage children to count and use numbers in a variety of ways or use mathematical language during activities. For example, staff do not encourage children to count how many pieces of fruit they have cut up or think about the size of the trains they are playing with. Therefore, children's progress in mathematics is not as effective as in the other areas of learning.

Parents complete an 'all about me' form before children start at the nursery, which contains details of children's learning and development at home. This enables staff to identify children's starting points when they join the nursery. Staff plan activities around children's interests and focused adult-led activities are planned to encompass individual key children's next steps in learning. Staff make regular observations to include in each child's progress record. These help staff track children's progress in the different areas of learning and overall they use them well to identify any gaps in children's development. All children enjoy good opportunities to choose, participate and become independent in their play. The staff have implemented the progress check for children who are aged between two and three years old. All documentation is in place and shared with parents. Staff keep parents well informed about the life of the nursery through newsletters, the notice boards and through daily chats.

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

Staff welcome children and parents into a welcoming and friendly nursery and staff meet children's welfare and learning needs well. A very good key-person system is in place and children develop emotional bonds and trusting relationships with their key person. This relationship helps children to develop good levels of self-esteem and confidence, preparing children for their next stages in learning. The staff use daily diaries for all the children, which keep parents informed about their child's day. Staff are caring and offer sensitive care when young children are having their nappies changed or needing a sleep. Very good systems are in place for behaviour management. The nursery has a detailed policy in place and staff are consistent and give children lots of praise and encouragement during the day. Children mostly behave well, and they are learning to share and take turns and play well together. All children are included and supported well and the nursery promotes equality and diversity well.

The indoor and outdoor play areas are well organised to ensure children can take part in a variety of activities. They have resources for physical play and role play in the outside area to further enhance children's experiences. A good variety of healthy and nutritious snacks and meals, which are freshly cooked on the premises, are provided each day. The children

benefit from the carefully balanced menu offered. Fresh drinking water is available to children throughout the day. Children are learning about good hygiene routines and are reminded about washing their hands after using the toilet and before eating. Good systems are in place to inform staff of any health or dietary needs the children may have and staff keep good records of any accidents or any medication administered. Staff calmly support children in learning how to keep themselves safe, reinforcing why children shouldn't run indoors, for example. Children are beginning to demonstrate their awareness of why they shouldn't do this, showing an awareness of their own safety and that of others.

Staff ensure good preparation and support is given to the older children as they get ready to move on to school. They help children to develop their independence and learn the skills needed to move on. Staff invite the teachers from the local schools the children will move onto into the nursery to enable children to become familiar with the new faces in readiness for going to school.

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

Children are secure and happy, in a welcoming environment, that offers a wide variety of resources and play opportunities. Children are safeguarded well, because the nursery is well organised and staff prioritise safety. Staff are well deployed to ensure good supervision of the children at all times. Clear procedures are in place for recruitment and vetting of staff, which helps make sure all adults working with children are suitable to do so. Staff are well supported to ensure they all know their roles and responsibilities concerning child protection. They have attended safeguarding training to keep their knowledge updated and there is a thorough safeguarding policy in place. The provider is fully aware of the requirement to notify Ofsted and other relevant authorities of significant events. For example, as staff intervened to prevent children being hurt by another child an accident occurred and the provider notified all relevant authorities as required. Staff ensure access to the premises is secure and that all staff, children and visitors are signed in when inside the nursery. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety, inside the nursery as well as outside. For example, all accidents to children are recorded and shared with parents.

One of the nursery's strengths is how well the staff team work together and information is regularly shared. This enables them to take pride in their surroundings and enhances their practice and has a positive impact on the children. Overall, staff provide an exciting range of activities across the areas of learning that are interesting and challenging. The quality of teaching is good and this means children develop appositve attitude to their learning and make good progress.

There are good systems in place to monitor and evaluate the setting, to ensure any strengths and areas for development are highlighted. The owner and her manager are committed to maintaining high levels of achievement for the children and their families.

The manager has worked closely with the staff on a one to one basis to help staff improve their knowledge and practice relating to observations, tracking and planning. This results in a confident staff team who all demonstrate a very good understanding about how to help all children develop and progress.

A very good partnership between the staff and the parents ensures key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care, communication and their children's preparation for the future. All staff are committed to ensuring every child and their family are valued and welcomed. The nursery takes any complaints seriously and follows the requirement for responding to these. Although no children attend other settings providing the Early years Foundation Stage at present, the nursery are aware they need to liaise with other providers for continuity of care.

## 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

<b>Unique reference number</b>	EY473380
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	991593
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Head Starts Bournemouth Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01202 280430

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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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