

# Head Start Private Day Nursery

St. Saviours Church Hall, Ford Green Road, Stoke-On-Trent, Staffordshire, ST6 1NX

## Inspection date

13/08/2014

Previous inspection date

17/05/2011

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

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

- Management and staff use their expert knowledge of safeguarding to comprehensively identify and successfully minimise potential risks. This ensures that children in their care are fully safeguarded at all times.
- The leadership and management team is highly skilled in motivating the excellent staff. This actively contributes towards the rapid progress made by all the children.
- The management team monitors and supports the educational programmes with extremely high effectiveness. This results in every child participating in purposeful play and exploration, which constantly provides high levels of challenge for children so that they reach the next stage of their development.
- Children's development in communication and in personal, social and emotional development is continually promoted exceptionally well by staff as part of daily routines and activities. This results in children displaying exemplary behaviour and superb language skills.
- Partnerships with parents are highly and consistently effective. This ensures that parents are continually actively involved in their children's learning and development.

## 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 rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at documents and checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of views of parents and carers spoken to on the day.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector looked at a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector gave feedback to the management team.

## Inspector

Yvonne Holt

## Full report

### Information about the setting

Head Start Private Day Nursery is privately owned and opened in 2004. It operates from the two rooms in Saint Saviours Church Hall in Smallthorne, Stoke-on-Trent. Children have access to an enclosed outdoor play area. The nursery serves the local area and opens each weekday from 7.30am to 5.30pm, all year round. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 51 children on roll, all of whom are in the early years age range. Some in part-time places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 10 members of staff currently working with the children. All staff hold early years qualifications to at least level 2 and two members of staff hold early years degree qualifications. The nursery provides funded early education for two-, three- and four-year-old children and receives support from the local authority.

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

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

- consider extending the already excellent book resources by enhancing further, their use in the baby area of the nursery.

## Inspection judgements

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

The rapid learning and development of children at this nursery is nurtured in a vibrant and innovative environment. Staff have an exemplary understanding of how to meet the learning and development requirements. They plan a stimulating and interesting curriculum, which covers every area of learning and gives children exceptional choice and independence. Children have lots of opportunities to engage in child-initiated play and staff expertly facilitate their ideas, bringing out the learning in everything they do. As a result, all children are highly absorbed in their activities and make excellent and rapid progress through the Early Years Foundation Stage. Staff are excellent teachers. They continually engage children in conversation, expand their vocabulary and consolidate new words by following children's interests and self-initiated play. For example, children become interested in their own reflections in a mirror. Staff are alerted to the potential learning opportunity as they hear the children babbling together and see them making gestures to each other through the mirror. The superb and expert interaction between staff and children significantly raises children's level of enthusiasm in their play. This ensures they are happy and confident in their approach to learning and their personal, social and emotional skills develop to an excellent level.

As children talk, they build a wide vocabulary and learn to be confident in making

decisions and expressing themselves. For example, babies investigate the shredded paper. As babies do so they babble and attempt to throw the paper up in the air. The member of staff responds by saying 'Colourful showers' in a sing-song voice as she models throwing the paper up and then says 'Up' with a smile on her face. She repeats this many times for the children who respond by trying to copy. This balance of animated and expert practice ensures children are enthused with the excitement needed to make significant progress in their learning and development. Children have exceptional opportunities to build their skills in literacy. For instance, children register themselves as they find their own names and put them onto the registration board. Staff provide large chalkboards and paint boards to encourage children to make large pictures, using wide arm movements and stretching up. From a young age, children are confident to attempt writing their names on their work and write for a range of other purposes, such as creating labels on displays. They acquire a great interest in stories and books, using the highly effective story props to tell the stories in their own way. Parents are encouraged to take home story books and diaries accompanied by character toys and share them with their children. This further encourages parental involvement in children's learning. Staff give children time to think and respond in free play, which supports their creative thinking. However, although there are a broad variety of excellent resources in the baby area, books are not easily accessible to children. This means that they do not have opportunities to see and handle books spontaneously during their daily play times, to further promote their interest in books from a very early age.

Staff work closely with parents to gather information about children's interests and starting points. In the first few weeks of attendance, staff are very attentive to how children engage in play and their level of skill in all areas of learning. This means that the first summary assessments staff make are highly accurate portraits of the child as a whole person. Staff meet with parents to discuss what the next steps in children's learning will be, and centre the plans around each child's learning needs. This means that planning is highly effective at providing the right level of challenge for all children, including the children with special educational needs and/or disabilities and those who are gifted and talented. This robust and in-depth assessment means all children make a significant amount of progress regardless of their starting points. Planning is shared with parents, which helps them to have conversations with the children about what they are doing at nursery. This further enhances the excellent partnerships with parents as they can confidently support their children's learning at home.

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

Staff work exceptionally well together with a full understanding of the importance of the key-person system in supporting children's emotional well-being. Transition visits into the setting or between rooms are gradual and extremely well supported. Consequently, children's emotional well-being is given top priority by the staff. This is effectively supported through the outstanding key-person system, which ensures that all children develop a supportive attachment to a named staff member. Parents share comprehensive and detailed information about their child's care and learning needs with the key person, on joining the nursery. The child's level of well-being is shared with parents every day. This helps to establish the excellent transition progress and informs settling-in visits. As a

result, this extremely sensitive process results in children being very happy, settled, secure, and confident to learn and explore their wonderful environment. This prepares them well for the next stages in their learning. When children are ready to move on to school, smooth transitions are supported to an extremely high standard. Teachers come in to the setting to visit the children and detailed transition documents are shared, with parental consent. This ensures that children are effectively supported and that their move to school is a highly positive one.

Children have a wealth of excellent opportunities to develop their independence and self-help skills. This is because staff know the children exceedingly well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when using the bathroom, washing their hands or brushing their teeth, as they do every lunchtime. Staff provide the children with regular explanations as to why they should wash their hands and brush their teeth. This means that children gain first class information from the beginning, about healthy practices. Babies are supported, as soon as they are ready, to feed themselves using appropriate cutlery. The learning environment enables children of all ages to independently select from the good quality resources of their choice, supporting them to extend their play and develop their imagination. Positive behaviour is consistent, with children happily playing games together and socialising in friendship groups at mealtimes. Children are polite and respectful and this is due to the extremely positive role modelling of the staff, who demonstrate high levels of respect towards one another. Children are secure and confident in everything they do and are curious to find out by asking questions. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children of all ages have the choice of whether they prefer to play indoors or outdoors. This supports their developing physical skills and confidence as they have a wide variety of choice of what to play with in the outdoor area. For example, they choose from tree swings, a mud kitchen and nature trail as they delight in exploring the outdoors and are inspired by a bug finding area. This ensures that children enjoy fresh air and exercise every day in a wonderful natural setting of woodland and trees. Here children learn to assess risk within a safe area of natural resources. Children are inspired to participate in rich and imaginative play as they make dens and play games in the natural woodland growth. There is a segregated quiet area for children who wish to take part in more tranquil activities or wish to just sit under a shady tree and for babies to play in the shade. Staff support children well in understanding the importance of a healthy diet through discussions about foods that are healthy and those which are not when they refer to their own home-grown produce. A healthy, balanced menu is provided and children take part in growing vegetables outdoors, which are harvested and eaten.

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

All members of staff have a thorough and highly effective understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff receive regular training and are fully familiar with the child protection procedures. Comprehensive

policies are frequently updated and staff are extremely confident of the need to follow these. The manager frequently reviews the excellent policies and procedures and ensures that robust practices are followed. The management team provides strong, effective leadership, ensuring that all of the safeguarding and welfare requirements are met implicitly. Continual monitoring by the management team and effective and frequent supervision, ensures that all staff maintain the highest possible standards of professionalism and integrity. Observations of staff's practice are conducted; these include the management team. This means that praise is given for effective practice and any shortfalls in staff performance are swiftly identified and addressed, so children have the best possible quality of teaching.

Leadership is inspirational and it is clearly evident that safeguarding the children and the quality of teaching are both given high priority. There is a strong focus on self-evaluation and reflective practice. This ensures that parents and children are highly involved in the nursery's continual pursuit of excellence. Parents and staff are encouraged to continually contribute their views personally or through an in-house comment board. Management and staff analyse these responses as a team and review how these are to be addressed to improve the already outstanding practice. This demonstrates the nursery's commitment to continuous improvement and the high value placed upon parental involvement. It is clear that this expert workforce use their training and experience to develop their teaching practice to support children in making the best possible progress. The management team closely monitor the planning and assessments of children's learning ensuring that all children are making rapid progress and that any child identified who needs additional support, receives this swiftly. Head Start Private Day Nursery has extremely well-developed and outstanding relationships with external professional bodies. For example, staff welcome support from the local authority, such as advisory teachers and speech therapists. All children's records are meticulously maintained to ensure these reflect the children's learning needs at all times.

Parents highly value the positive relationships they have with the staff and the wonderful welcome they receive. Parental involvement is highly valued and their superb contributions noted through the information they share when their child first starts in the nursery. Additionally, observations from home are all highly effective in building the strong relationships which are in place to support children's development across all areas of learning. Staff ensure that links with other professionals involved with the children they support, who have special educational needs and/or disabilities or English as an additional language, are excellent, in order to ensure each child's care and learning is fully supported for them to make the best progress.

### **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

<b>Unique reference number</b>	EY280490
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	861052
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	27
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Sharon Pender
<b>Date of previous inspection</b>	17/05/2011
<b>Telephone number</b>	01782 575733

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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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