

Head Start Day Nursery

86 High Street, Potters Bar, Hertfordshire, EN6 5AT

Inspection date	30/10/2014
Previous inspection date	01/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy a varied range of learning experiences both in the indoor and outdoor areas. This is supported by staff's effective teaching.
- Children are safeguarded because the staff have a secure understanding of their roles and responsibility. Policies and procedures are implemented effectively to ensure that children are kept safe.
- Staff highly value the good partnerships in place with parents and carers, therefore, they are able to provide a continuity of care. Daily discussions, newsletters and informative noticeboards, ensure that there is a coordinated approach to sharing information.
- There is a strong management team in place. They work very closely with the staff to ensure that their knowledge, understanding and practice is continually developed.

It is not yet outstanding because

- Staff do not consistently use timelines, photographs and real objects during activities. As a result, younger children and those who speak English as an additional language are not always able to see what comes next, express their preferences and make decisions.
- Staff have not explored a wide range of opportunities to enable babies and toddlers to fully develop their learning, for example, by providing a range of natural materials for them to explore.

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 children's play and staff interactions while indoors, outside and at mealtimes.
- The inspector carried out a joint observation with the manager of the activities on offer.
- The inspector checked evidence of suitability and qualifications of staff working with children. She also sampled a selection of policies and children's records.
- The inspector took account of parents' views spoken to on the day of inspection and from thank-you cards sent to the nursery.

Inspector

Maura Pigram

Full report

Information about the setting

Head Start Day Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. It is privately owned and operates from a converted building in Potters Bar. There is an area available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 79 children on roll who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. They also support children who speak English as an additional language. The nursery employs 20 members of childcare staff. Of these, one holds an Early Years Professional Status, three hold qualifications at level 4 and above, 12 hold a level 3 qualification in early years and four members of staff have a level 2 qualification. The nursery also employs bank staff with relevant qualifications, a cook, cleaner and two administrators.

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 communication and language even further by using, for example, timelines, consistently using props and having familiar photographs and pictures at children's level to introduce new words and encourage responses from them
- build further on younger children's learning by providing opportunities for them to explore natural materials, so that they have even more rich, varied and imaginative experiences.

Inspection judgements

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

Children are making good progress in their learning and development. The owner, manager and staff show high levels of knowledge and understanding about the Early Years Foundation Stage. The quality of teaching is good and staff demonstrate their understanding of how children learn. Children are provided with a wide range of activities and experiences, both indoors and outdoors, to meet children's age and stage of development. Staff monitor children's progress using effective observations and assessments. Children's interests and their next steps in their learning are well known. Any gaps in children's learning are quickly identified and appropriate advice and support is sought when necessary. As a result, staff are able to effectively support children with

special education needs and/or disabilities. Staff share children's interests and information from home, such as recent visits to the seaside and include these events in their planning. For example, a beach area was created to extend children's learning. Children's detailed learning journals, regular meetings and daily discussions contribute to the close partnership with parents. Children's key persons and parents continually discuss ideas to help children's learning and development. As a result, parents are involved in their children's progress. Staff caring for younger children carry out the progress check for children between the ages of two and three years to ascertain their progress. These are shared with parents, so that the next steps in their learning can be planned together.

Children demonstrate that they are developing good skills to aid their readiness for school. For example, some children readily count objects during their play and show an interest in writing their names and letters of the alphabet. Older children recognise their own names and actively use their name cards during the day. All children love books and enjoy visits to the local library. Since the last inspection, staff have made story sacks to enhance story sessions further. This also enables younger children and those who speak English as an additional language to make links in their learning. Staff learn words in children's home languages, which then helps to develop their communication skills. However, timelines and photographs are not consistently used to further promote children's language skills and to help them learn what comes next. Books with family photographs are used with babies and toddlers. This helps them to settle and contributes to their language development.

Staff provide babies and children with a variety of resources to keep them interested and engaged. For example, younger children concentrate for long periods of time when they are playing with water and foam. Good quality interactions help babies to operate a stimulating interactive toy. Babies watch in wonder as they learn how to splash and burst bubbles. Older children discover how to use construction materials to make pipes, so that the water can flow freely through these. Staff provide a running commentary and more experienced staff are extremely good role models. Children love sensory play and staff provide a range of activities to promote this, such as exploring paint and pasta. However, opportunities to further explore a wide range of natural materials are not consistently offered to babies and younger children, so that their curiosity is further extended. Staff engage children well during singing sessions, number work and stories. They ask them useful questions about the characters and scenes. This encourages children's thinking skills and ability to solve problems. Toddlers delight in using musical instruments and some are starting to repeat the words they hear. Staff continually talk and sing to babies during their play and routines. This promotes their language and communication skills and their self-esteem. Cooking sessions introduce older children to the concepts of weighing and measuring. Children enjoy playing in the garden where they are provided with opportunities to lead their own play and use their imaginations. Staff encourage them to have a go at tasks, such as dressing and undressing dolls. Lots of praise is offered, which promotes children's eagerness to learn and develop. This aids their readiness for the next stage in their learning, such as starting school.

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

Children feel secure because the nursery establishes positive and trusting relationships with parents and children from the start. Clear documentation and discussions contribute to this. The key-person system is well embedded and each key person has a buddy, so that continuity of care is offered in the event of staff absence. Staff are attentive to children's needs and show that they are kind and caring. Therefore, babies and children develop close and affectionate attachments to their key persons and other staff. This means that all staff know children well and are able to support them as and when necessary. Children moving between rooms are well supported, so that they continue to feel settled. Those who are new to the nursery are helped to feel comfortable in their new surroundings. For example, babies home routines are followed and settling-in sessions are flexible to meet individual needs. Children's comforters are easily available, so that they continue to feel settled. All care needs are discussed on entry to the nursery including dietary and health needs. Staff attend related training and all are trained in first aid, so that any emergencies can be effectively managed.

Children are confident, friendly and happy. They behave well because they are busy and engaged. Any issues of unwanted behaviour are managed effectively so that children learn right from wrong. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start school. Staff frequently praise children and encourage them throughout their day. This promotes children's self-esteem. Children's safety is promoted during the routine of the day. For example, toddlers are reminded not to climb on chairs and staff explain the reasons why. Older children learn to take safe supervised risks in their play when they play on the climbing apparatus and slide. In addition, they learn about keeping themselves safe when they go out on outings and walks within the local community. This also supports children's understanding of the world around them. Children move around their playrooms freely and independently select from the varied resources set out for them. The owner and her staff review resources regularly and are in the process of updating some to these.

Children are developing a good understanding of leading a healthy lifestyle. They are provided with opportunities to play in the fresh air on a daily basis. Children enjoy digging in the sand and they plant seeds to grow flowers and vegetables. Babies and toddlers are often taken to the nearby park. During these times, they enjoy physical activities, such as using the appropriate swings for their age. Children learn good hygiene practices through every-day routines, such as washing their hands before mealtimes and after using the toilet. They learn about eating healthily through the nutritious meals offered. These are cooked on the premises and dietary needs are carefully followed. Older children are encouraged to pour their own drinks and serve their main meal. Babies and toddlers are helped to develop the skills of feeding themselves. This promotes their independence skills. Staff sit with the children to promote good social skills and to encourage children to develop good eating habits. Staff take careful steps to ensure that children with special dietary needs receive only the food they are permitted to have.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All policies including the safeguarding procedures have recently been reviewed and successfully implemented. The management team ensure that staff clearly understand their responsibilities to protect children in their care. For example, safeguarding knowledge and procedures to follow are regularly discussed with each individual member of staff. In addition, the safe use of social media is also regularly discussed. There is a strict policy in place about the non-use of mobile telephones and cameras. These positive steps contribute to protecting children's welfare. Safe recruitment procedures ensure all those working with children are safe to do so. Regular discussions, appraisals and clear supervision means that ongoing training needs are discussed and supported. Staff are well deployed, they complete risk assessments for all areas used by children and outings are included in the process.

The management team have successfully addressed recommendations raised at the previous inspection. For example, staff deployment during children's routines, such as washing hands prior to mealtimes has been reviewed. This has had a positive impact to children's wellbeing. The management team also highly value continuous professional development. As a result, staff attend purposeful training to update their knowledge and apprentice schemes are well supported. The manager and deputy effectively monitor staff practice, their planning and the activities they provide for the children. Staff track children's developmental progress to ensure they quickly identify and close any gaps in their learning. The staff team, parents and children are involved in the monitoring of the nursery and realistic targets are set. For example, plans are in place to develop the outdoor area further, so that children have even more opportunities to extend their learning.

There is a strong partnership with parents. They speak highly of the nursery and say they are very happy with the care and teaching that their children receive. Parents are welcome into the nursery to share skills, such as gardening, cooking and reading stories in their home languages. They know that they are able to speak to the manager or key persons if they have any concerns, or want to talk about their children's progress and care. Children's individual changing needs, such as dietary needs are regularly discussed with parents. As a result, there is continuity of care between all parties. Staff prepare children for the next stage in their learning and moving onto school, for example, by arranging a graduation party for them. Overall, staff successfully help children to learn the skills to aid their readiness for school and build on their confidence to succeed. Staff value partnership working and the benefits that this brings to children's welfare and learning. For example, they work closely with other agencies and professionals, such as speech therapists to support individual children, as and when the need arises. This contributes to narrowing gaps in children's learning. In addition, they carry out home visits as and when needed so that information gained can be used effectively to support children's development.

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	130587
Local authority	Hertfordshire
Inspection number	874893
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	79
Name of provider	Oaklands Management Services Limited
Date of previous inspection	01/09/2011
Telephone number	01707 655122

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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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