

Flying Start Day Nursery (Barnes Mead)

Barnes Mead, Woodfield Lane, Ashted, Surrey, KT21 2BT



Inspection date

Previous inspection date

19 February 2015

7 February 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use their observations of children's achievements to plan effectively for their progress.
- Staff interaction and support for children's learning is variable. As a result, there are missed opportunities to support and extend children's learning to ensure they all make good progress.
- Staff do not always support children's awareness of mathematical concepts or enable children to use their independence skills fully.
- The management team has not ensured exact records of children's attendance are accurate.
- A small number of children find it difficult to manage some of the nursery routines and, therefore, do not always participate in activities.

It has the following strengths

- Key persons support children who have special educational needs and/or disabilities well. They undertake relevant training to support children and liaise with professionals to set targets to help children make good progress.
- Lead members of staff working in the pre-school room engage effectively with children to support their learning and prepare them well for school.
- Staff provide a warm and welcoming atmosphere, which promotes good relationships.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff's knowledge and understanding of how to use observation and assessment to identify children's next steps in learning so that children benefit from challenging activities and consistent interaction to help them make good progress
- maintain accurate records of children's attendance.

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

- review the routines to ensure all children engage in activities that meet their individual needs
- promote children's independence skills further by ensuring children have enough time and opportunity to try to do things for themselves
- encourage children's mathematical development by using all opportunities through the daily routines to support their understanding of number and counting.

Inspection activities

- The inspector spoke with children, staff, management and parents during the inspection.
- The inspector observed children's play, activities and interaction with staff indoors and outside.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the management team.
- The inspector viewed a sample of documentation including children's progress records, staff suitability records, and a selection of policies and procedures.

Inspector

Sheena Bankier

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching varies across the nursery. This means that children do not always benefit from consistent interaction and support from staff to ensure they all make good progress. Staff across the nursery encourage children's interest in books. They ask some appropriate questions to support children's thinking and language skills. The pre-school room children engage in activities with enthusiasm. They listen well and share their ideas during circle times. Lead pre-school staff encourage children to add up and to become confident in speaking aloud as part of a group. Staff complete regular observations, however, some staff do not always use these to make accurate assessments from which to plan children's next steps in learning. This does not ensure all children receive enough challenge in their learning and development.

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

Children settle well at the nursery and are happy and at ease. Staff are responsive to babies' needs, giving them cuddles and reassurance when needed. They obtain good information from parents about their wishes and children's needs on entry. They maintain effective records that support children's well-being, such as accidents and medications. A small number of children in the older age range find some routines difficult to manage, which means they lose interest in the activities and become disengaged. However, children's behaviour is mostly good and staff provide some appropriate praise. Staff encourage children to help, such as laying the table. However, they do not encourage them to use their mathematical skills to work out how many cups and plates are needed. Staff pre-fill cups with water, which means children do not practise their independence skills consistently. Staff support children who speak English as an additional language securely. They provide opportunities for children to see and use their home language, and encourage their good use of English.

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

Staff undertake risk assessments and daily checks to promote children's safety. They have a secure understanding of safeguarding procedures to manage any concerns about children's welfare. Parents are requested to sign their children in and out with times of attendance, however, records are not consistent. Management has not recognised their responsibility to ensure children's attendance is accurately recorded. Staff are encouraged to undertake further training when available. They use training appropriately to support children's learning, such as making story sacks for staff and parents to use. Management hold supervision meetings and complete room observations to help identify some areas to improve. They have recently implemented a system to monitor children's progress more effectively, which they plan to review shortly. Parents' feedback is valued and helps shape the service provided.

Setting details

Unique reference number	122554
Local authority	Surrey
Inspection number	836110
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	57
Number of children on roll	84
Name of provider	Flying Start Day Nurseries (Surrey) Limited
Date of previous inspection	7 February 2011
Telephone number	01372 276825

Flying Start Day Nursery registered in 1994. It is one of two independent nurseries in Ashted, Surrey. The nursery is open Monday to Friday, throughout the year, from 8am to 6pm. A team of 21 staff work with the children, including a general manager who oversees both nurseries. The general manager, nursery manager and two members of staff hold level 6 qualifications. In addition, 14 members of staff hold recognised qualifications up to level 4. Bank staff are also employed. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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