

Flying Start Nursery

35 Bell Street, Shaftesbury, Dorset, SP7 8AE



Inspection date

28 July 2015

Previous inspection date

1 June 2010

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:

- During school holidays, staff do not monitor children's progress well. Activities are not sufficiently focused on children's learning needs at this time. This means that children do not always receive support to extend their learning and make good progress.
- Changes to children's key person are not always managed well. When a child moves rooms within the nursery and a new key person is allocated, this person is not always immediately aware of the child's learning needs.
- Although managers complete some monitoring of the provision, the checks are not used effectively to enable them to identify weaknesses in the curriculum for children during school holidays.
- Self-evaluation procedures are not fully effective in helping the setting to take prompt action to address areas for improvement.

It has the following strengths

- Staff provide effective encouragement to help children gain independence. This helps prepare children for the next stage in their learning.
- Play areas, both indoors and out, provide a welcoming and interesting environment for children to explore.
- Staff have a secure awareness of safeguarding practice and procedures. They all attend training and receive guidance through induction and supervision so they fully understand their individual roles and responsibilities in this area to help keep children safe.

What the setting needs to do to improve further

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

- improve planning and assessment procedures to ensure children's individual learning needs are well supported at all times
- improve key person arrangements to provide consistency for children.

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

- extend self-evaluation to help ensure areas for improvement are acted promptly upon to improve outcomes for children
- increase monitoring of the educational programmes to accurately check how well children's needs are met.

Inspection activities

- The inspector observed activities in the playrooms and outside.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager.
- The inspector looked at children's assessment records, planning documents and sampled their records.
- The inspector checked evidence of staff suitability to work with children and their qualifications, and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

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

Staff interact with children as they play, which helps children settle and gets them involved. Although the activities planned during school terms clearly reflect children's individual learning needs, staff take a different approach during school holidays. At these times broad plans are in place but these do not fully reflect the individual needs of children of different ages. This means that there are times when children do not receive the support they need to make good progress. For example, when children acted out a story older school-age children dominated the activity. This meant that the activity did not help the other children make progress, particularly in developing their language and communication skills. Children are able to make lots of choices in their play. The play environments provide many toys that they can access freely. Children benefit from daily opportunities to play outdoors; for example, they enjoy exploring natural materials. Although staff engage with children during their play, they are not always sufficiently clear about children's individual learning aims to be able to provide the correct level of support to extend children's skills. This slows learning. Parental involvement is encouraged. Parents are kept well informed of the progress their children make.

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

Children learn to play with their friends amicably because staff remind them about sharing and taking turns. Children generally settle well. However, the key person arrangements do not aid smooth room changes or support children's progress consistently. Nevertheless, children gain in confidence ready for school. Staff meet children's physical needs. Children learn how to stay safe and healthy through effective teaching from staff. They talk about the need to wash their hands before taking part in a baking activity and understand how to move up and down stairs safely. Staff follow effective daily procedures to keep children safe. For example, they check all areas for hazards prior to children arriving and keep accurate attendance records.

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

Leaders have suitable recruitment arrangements and check that staff implement the nursery's procedures. Staff are aware of their individual roles and responsibilities for child protection and attend training regularly. Although feedback is sought from staff, children and parents, prompt and effective action is not always taken to make improvements for children's learning. Nevertheless, some improvement has been made since the last inspection, which has improved outcomes for children's safety, but leaders have not used their qualifications well to maintain the nursery's quality. This is because not all issues raised at that inspection have been addressed, which has led to a drop in overall quality.

Setting details

Unique reference number	EY344676
Local authority	Dorset
Inspection number	835081
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	99
Name of provider	Elestar Services Limited Trading as Flying Start
Date of previous inspection	1 June 2010
Telephone number	01747 852666

Flying Start Nursery registered under the current ownership in 2006. It operates from premises in the town centre of Shaftesbury, Dorset. The nursery is in receipt of government funding to provide free nursery education for two, three and four-year-olds. The nursery is open from Monday to Friday from 8am until 6pm all year, with the exception of public holidays. There are 22 staff; the manager and deputy both hold Early Years Professional status and 16 other staff hold appropriate childcare qualifications.

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