

A Flying Start Nursery

Kings Ripton Lodge, Kings Ripton, Huntingdon, Cambridgeshire, PE28 2NH



Inspection date

23 July 2015

Previous inspection date

2 March 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:

- Not all staff have the teaching skills to make the most of children's learning experiences. As a result, not all the children make good progress. Managers have not yet refined ways to coach and mentor staff to raise their knowledge and confidence.
- Managers do not always ensure that staff are deployed effectively so that very young children have the support they need, particularly at mealtimes.
- Information gathered from parents about what their children enjoy and do at home is inconsistent. Not all parents are encouraged to share their children's home experiences to enhance their ability to support their children's learning at home.
- The evaluation of the quality of the provision is not rigorous enough to identify areas for development.

It has the following strengths

- Children benefit from a well-resourced outdoor environment that enables them to explore their imaginations and develop their physical skills. They make builders' yards and dens and learn to navigate balancing logs.
- Children have good emotional bonds with staff in this friendly nursery. They confidently play alongside staff and enjoy their company.
- Staff are trained in safeguarding and child protection. They have a good understanding of procedures, and know how to identify signs of abuse and neglect.

What the setting needs to do to improve further

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

- improve the supervision and monitoring of staff to identify and implement any additional mentoring, coaching or training they need to develop consistent and high-quality teaching skills
- review the deployment of staff to ensure that the youngest children benefit from skilled support and that their individual needs are consistently met.

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

- strengthen self-evaluation processes to accurately identify and address areas of development, to consistently improve all aspects of the provision
- increase the range of information gathered from parents about their children's development at home to enhance the collaborative approach to children's learning.

Inspection activities

- The inspector observed the children at play indoors and outside and looked at the toys and resources available to them.
- The inspector had regular discussions with the owner/manager at convenient times during the inspection.
- The inspector spoke to staff and observed their interactions with the children and had discussions with some parents.
- A range of documents were looked at, including evidence of staff suitability, training records, some policies and procedures and the nursery's self-evaluation.
- The inspector looked at children's development records and spoke to staff about how they observe the children and plan for their learning.

Inspector

Veronica Sharpe

Inspection findings

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

Staff plan varied activities that help children to make some progress in their learning. New systems for observation and assessment have recently been implemented that are helping staff to track children's progress more effectively. Overall, children are developing the key skills they need for school. Staff ensure children have plentiful resources and encourage them to make choices. Older children benefit from interesting opportunities to begin to write, such as chalking and painting. Younger children explore their senses with cereals, sand and water. Toddlers enjoy playing peekaboo with staff and show confidence as they sit with staff for story times. Some staff have good teaching skills as, for example, they encourage older children's language skills through enjoyable conversations. Other staff, however, lack confidence and tend to supervise children's activities rather than engaging with them to extend their learning experiences.

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

Staff collect some information from parents when children first start and offer flexible settling-in visits. Children are well prepared for their move from the toddler room to pre-school through visits with their new key person. Parents comment that they are happy with the care their children receive. Staff supervise the children during their play and make sure the environment is safe. Children practise the emergency evacuation procedures and learn to keep themselves safe. For example, they assess the safety of the balancing equipment. Snacks are suitably healthy and nutritious. Parents provide lunchboxes and benefit from the nursery's guidance about healthy food options. At lunchtime children sit and eat sociably together. However, staff are often engaged in routine duties at this time. Some younger children become unsettled as staff are not always readily available to bring their meals promptly or support and encourage their developing feeding skills.

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

Staff have access to training and most are qualified. Nonetheless, mentoring and supervision arrangements are not fully effective to ensure that all staff have good teaching skills. Self-evaluation enables the owner to make some improvements, such as developing the outdoor areas. The lack of focus on improving teaching means that not all children make good progress. Parents have termly updates on their children's progress and staff complete a daily diary about care routines and activities. However, information collected from parents about their children's development when they first start is more sporadic. Additionally, not all parents are encouraged to share information about children's achievements at home. Parents are not fully enabled to contribute to their children's learning. Recruitment of staff is thorough to ensure they are all suitable to work with children. Staff have developed links with local schools to help children transfer into Reception classes confidently. They work well with other agencies to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY338413
Local authority	Cambridgeshire
Inspection number	857156
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 7
Total number of places	40
Number of children on roll	32
Name of provider	Tina Patricia Gould
Date of previous inspection	2 March 2011
Telephone number	01487 773 162

A Flying Start Nursery was opened in 2006 and is privately owned. It is situated in purpose-built premises in Kings Ripton, Cambridgeshire. The nursery employs nine members of childcare staff, including the owner/manager. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from 8am to 5.30pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

