

Flying Start Nursery

Freedom House, Snowdon Road, Lytham, St Annes, FY8 3DP



Inspection date

4 February 2016

Previous inspection date

28 August 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The well-qualified staff provide children with a wide range of experiences, which helps to motivate them to learn. Children of all abilities, including disabled children and those with special educational needs, make good progress in their learning.
- There is a relaxed, homely and welcoming environment throughout the nursery. Children form very close relationships with staff who look after them, and babies quickly grow in confidence. This contributes towards all children feeling safe and emotionally secure.
- Children behave well and learn to share and show respect for others. Staff are strong role models who offer plenty of positive praise and encouragement. This helps to boost children's self-esteem.
- The provider takes into account the views of staff and parents when considering the quality of the provision and identifying improvements. Staff are particularly enthusiastic about re-developing the outdoor area of the nursery.
- Partnerships with parents are effective. Parents are complimentary about the quality of care and learning their children receive. They are kept well informed about their child's care, learning and development, and they contribute towards assessments.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to extend children's problem-solving skills.
- Although assessment of individual children is good, the provider has not yet established a highly successful system to monitor and review the progress of different groups of children.

What the setting needs to do to improve further

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

- make better use of opportunities to develop children's problem-solving skills
- review and monitor the progress of specific groups of children, and use this information to help children make even more progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the owner, who is also the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to during the inspection and of written comments provided by parents.

Inspector

Jeanette Brookfield

Inspection findings

Effectiveness of the leadership and management is good

The nursery receives good support from the new owner and the local authority. The knowledgeable staff team works together very well. Staff are supported to attend relevant courses and gain additional qualifications to further their knowledge. The arrangements for safeguarding are effective. Staff have a good understanding of the procedures to follow to protect a child's welfare. The provider follows robust recruitment procedures to help ensure that all staff working with children are suitable to do so. An established system of frequent supervision sessions and staff meetings helps ensure that staff feel valued and supported. This has a positive impact on the quality of staff's practice. Staff work in partnership with other professionals involved in children's learning and care, to help ensure the best outcomes for all children.

Quality of teaching, learning and assessment is good

Staff know children well. They find out about children's starting points when they first attend the nursery and continue to encourage parents to share what they know about their child. There are good systems for assessing the progress of individual children. Key persons talk confidently about where children are in their learning and development. They plan and provide a varied range of activities to help children achieve their next steps in learning. Staff engage well with children, effectively supporting their speech and language development. They respond well to the babbles and gestures of babies and engage older children in conversation. Children enjoy their interactions with staff, sitting together to look at books and building with the construction bricks. Babies confidently explore the environment, knowing that staff are close by for support. They are inquisitive and become absorbed as they investigate different resources using their senses. Outdoors, older children clearly enjoy using a varied range of wheeled toys and play equipment. This helps to support their development across all areas of learning. All children are gaining skills that help prepare them for their next stage in learning.

Personal development, behaviour and welfare are good

Children's move from home to nursery is managed well and transitions between rooms are effective. Children are happy and settled in the welcoming and well-resourced environment and are eager to get involved with activities. They develop the confidence to embrace new experiences and become ready for school. Children enjoy carrying out tasks for themselves to develop their independence. They confidently self-register when they arrive and older children help to serve their own meals. Staff teach children about good hygiene routines and the importance of eating healthy foods. Meals and snacks are nutritious and varied.

Outcomes for children are good

All children make good progress in relation to their abilities and individual starting points. Staff seek support when this is needed to help close any gaps in learning. Disabled children and those with special educational needs receive the help they need to make good progress in their learning. Children of all abilities are prepared well for the next stage in their learning, including the eventual move on to school.

Setting details

Unique reference number	EY444183
Local authority	Lancashire
Inspection number	1032599
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	52
Number of children on roll	27
Name of provider	Flying Start Childcare T/A Flying Start Nursery
Date of previous inspection	28 August 2012
Telephone number	07795165878

Flying Start Nursery was registered in 2012 and has been managed by the new owner since 2015. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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