

Inspection date

Previous inspection date

21 April 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching and activities provided are variable. Staff supervision is not sharply focused on what aspects of practice can be improved to further raise the quality and consistency of teaching.
- Staff do not consistently make best use of children's interests and activities to challenge and extend their learning.
- The two-way flow of information with parents is not yet fully established. Staff do not always encourage parents to contribute their own views towards children's ongoing learning and assessment in the setting.
- The manager is not using self-evaluation effectively to identify key priorities in order to drive improvements in the setting more swiftly.

It has the following strengths

- Daily risk assessments are carried out by all staff to ensure areas accessed by children are safe and any hazards are quickly identified and removed. Staff are diligent in their supervision of the children and staffing ratios are met at all times.
- Parents speak positively about the nursery. They feel their children are safe and well cared for.
- Staff spend time making sure that all children settle well. The warm, caring staff team build secure relationships with children who learn to behave well.
- Children's physical and emotional well-being are promoted well. Staff provide plentiful opportunities for children to enjoy fresh air and exercise which contribute towards a healthy lifestyle.

What the setting needs to do to improve further

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

	Due Date
■ implement effective professional development and supervision arrangements to raise the quality and consistency of teaching across the nursery	31/05/2016
■ improve the two-way flow of information with parents, encouraging them to contribute to their children's ongoing learning and assessment in the setting and supporting their learning at home.	31/05/2016

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

- strengthen arrangements for evaluating the nursery provision, seeking the views of staff and parents, in order to identify and prioritise areas for improvement
- make better use of children's interests and abilities to provide more challenge and extension to promote their engagement and learning, supported by the improved provision of resources.

Inspection activities

- We carried out this inspection as a result of a risk assessment following information we received from the provider.
- The inspector observed teaching and learning in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff understand what action to take if they are concerned about the welfare of a child in their care. Following a recent incident when a child was able to move a fence panel in the garden, the provider took immediate action to ensure children's safety and welfare. Risk assessments have been reviewed and the fence panel has been replaced. Staff maintain suitable records of observations and assessments of children's progress and development. However, the staff team do not always provide parents with detailed information about children's progress and next steps in learning. Parents do not always have the information they need to support their children's learning at home. The managers have yet to introduce a system of monitoring the quality of teaching to identify aspects of teaching that require further training. This means the quality of teaching is variable and is not yet sufficiently strong enough to ensure all children make good progress. The managers have started to evaluate nursery practice, but this does not fully involve staff and parents in driving improvement.

Quality of teaching, learning and assessment requires improvement

Staff do not use their knowledge and skills consistently to extend learning opportunities for children. Activities do not always provide sufficient challenge and some learning opportunities are missed. For example, children engage in cornflour play, as it is a favourite activity, but are not sufficiently stimulated to gain further benefits from this experience. Staff do not recognise when to ask additional questions to help children develop their thinking and language skills. In addition, the lack of resources at some activities means that children do not have appropriate support to extend their learning. Staff introduce some mathematical concepts, such as comparing the height of building bricks.

Personal development, behaviour and welfare require improvement

Children are generally happy and settled. Staff provide a welcoming environment. Children are greeted warmly as they enter the nursery. Staff use this as an opportunity to talk to parents, mainly focusing on children's care needs. Children are taught to share and take turns during their play. Staff help children to become independent in managing their personal needs. Care practices are sound and children display growing levels of confidence and emotional well-being. The key-person system is effective. Routines are planned to take account of children's individual needs for feeding and sleeping. This supports children as they begin to develop a sense of belonging and embrace new experiences with growing confidence.

Outcomes for children require improvement

Children are beginning to recognise some letter sounds and numbers. Staff support the older children as they begin to learn about the letters in their name and how to write them. As a result, children are learning some of the skills they will need when they move onto school. Children generally work within the expected range of development for their ages. However, variances in teaching mean that children do not make the best possible progress in their learning.

Setting details

Unique reference number	EY494201
Local authority	Thurrock
Inspection number	1048034
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	34
Number of children on roll	48
Name of provider	Headstart Partnership
Date of previous inspection	Not applicable
Telephone number	07811830713

Headstart Nursery was registered in 2015 and is one of three settings operated by Headstart Partnership. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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