

Flying Start Day Nursery

9 Second Avenue, Doncaster Finningley Airport, Doncaster, South Yorkshire, DN9 3GB



Inspection date

6 July 2016

Previous inspection date

17 October 2011

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

- Staff work in partnership with parents to promote a shared approach to children's care and learning. Accurate assessments identify any gaps in children's development. The nursery is proactive in seeking support from other professionals for children who need additional support.
- Staff provide stimulating learning opportunities in the indoor environment. Children enjoy making up their own stories in role play. Staff ask them questions that challenge their critical thinking. For example, they encourage children to think about how they would travel to the moon.
- Routines in the pre-school room reflect those that children will experience in school. Staff discuss the move to school with them to help them understand what to expect. They discuss how they will meet their new teacher and make new friends. This helps children to prepare for the school environment.
- A well established key-person system helps children to form strong bonds with staff. Babies settle well and are happy as they play. Transitions into the nursery and into other settings are well planned to make sure children's emotional well-being is maintained.

It is not yet outstanding because:

- The provider evaluates staff's practice through observations and supervisions. However, they do not use their findings to develop precisely focused professional development plans that help staff to continually build on their good quality teaching skills.
- Sometimes staff do not make the most of the outdoor environment to provide rich, varied and imaginative experiences. This means children who prefer to play and learn outdoors are not fully supported to make the best possible progress.

What the setting needs to do to improve further

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

- focus professional development opportunities more sharply and support all staff to develop their teaching skills to a higher level
- offer children who prefer to play outdoors richer, more varied and imaginative experiences to help them extend 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 joint observations with the nursery deputy manager.
- The inspector held a meeting with the nursery manager and providers. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Procedures to protect children are implemented successfully and staff have a good understanding of how to keep children safe. Robust recruitment checks ensure that all staff are suitable to work with children. The provider works with the staff team, other professionals and parents to identify areas for further improvement. They use the feedback to make changes. For example, the snacks on offer now include a wider range of healthy options. The provider monitors the progress of individual children and groups of children. Information about children's progress is frequently shared with parents and they are supported to continue their children's learning at home. Additional funding is used effectively to support the learning needs of disadvantaged children. This is helping to narrow gaps in outcomes.

Quality of teaching, learning and assessment is good

The day is planned well to provide a good balance of adult-led activity and child-led play. Communication and language are promoted well. For example, staff involve children in discussions at mealtimes and during small-group activities. Staff working with babies encourage them to babble and explore sounds. Staff build on and extend the vocabulary of older children by introducing new words. Children develop early literacy skills. They use fingers and tools to make patterns in sand. They enjoy sharing stories. Older children begin to recognise and write familiar letters. Children's progress in mathematics is supported as they explore quantity and measure. Good links with local schools mean that information about children's progress is shared to support continuity in children's learning.

Personal development, behaviour and welfare are good

Children settle well and are happy and confident as they explore. They behave well because staff are good role models and give them clear guidance. They encourage children to be kind and play cooperatively. Good health and hygiene practices are promoted through everyday routines. Children enjoy daily outdoor play in all weathers where they develop their physical skills. They learn to stay safe as they balance and climb. Children enjoy walks in the local community. For example, they enjoy observing aeroplanes as they take off and land at the nearby airport.

Outcomes for children are good

Children freely access a wide range of resources and make choices about their play. They show pride in their achievements and demonstrate high self-esteem. This helps them to become confident individuals and successful learners. They enjoy each other's company and make firm friendships. Children develop very good language skills and are confident to initiate conversations and share their knowledge. They are learning to respect and embrace each other's differences. For example, they explore how they look different but in some ways are the same. They explain that, 'We are all fish in the same sea'. All children are making good progress from their initial starting points and attaining the skills they need for their future learning in school.

Setting details

Unique reference number	EY342554
Local authority	Doncaster
Inspection number	862961
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	0 - 4
Total number of places	84
Number of children on roll	104
Name of registered person	Flying Start Day Nursery (Finningley) Ltd
Registered person unique reference number	RP526563
Date of previous inspection	17 October 2011
Telephone number	01302 802070

Flying Start Day Nursery was registered in 2007. The nursery employs 20 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including two staff with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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