

Head Start Day Nursery

Headstart Nursery, 1e, Stocking Fen Road, Huntingdon, PE26 1SA



Inspection date

6 July 2017

Previous inspection date

13 March 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Although improvements have been made since the last inspection, staff are at an early stage of implementing these to bring about positive and sustainable change.
- Staff do not always support children's learning well enough. Staff do not consistently provide suitable challenge to help children move forward in their learning. Children are not steadily making good progress in their learning and development.
- Staff do not always make the best possible use of information about children's learning to consistently plan and support their next stage of development.
- At times, staff do not encourage children well enough during routine tasks to help them learn about keeping safe.

It has the following strengths

- Since the last inspection, the provider has evaluated and improved security to ensure children cannot leave the premises and other people cannot gain unsupervised access to the nursery.
- Staff are kind and approachable. Children establish strong relationships with staff. They demonstrate that they feel safe and secure. For example, they are confident to seek reassurance when they feel upset.
- Parents are positive about the nursery. They believe their children are happy and well cared for.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve teaching so that staff consistently plan challenging experiences for children that help them to build on what they already know and make quicker progress in learning	30/09/2017
■ improve systems to review the progress children make to ensure any emerging gaps in progress are supported promptly.	30/09/2017

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

- support children to help with routine tasks, such as tidying up, to help them to learn how to keep the environment safe for themselves and each other.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with a member of staff nominated by the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Gail Warnes

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has made some positive changes since the last inspection to improve the nursery. External support from the local authority is sought to help drive improvements. However, recent changes in staffing have delayed implementation of the improvement plans. Changes to the manager's role are developing to allow her time to review children's progress and coach staff to improve practice. Supervision meetings are held regularly to drive forward improvements. The provider is making changes to how the progress of different groups of children is reviewed to further help to identify areas of weaker practice. The arrangements for safeguarding are effective. Staff understand their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. The provider implements appropriate recruitment procedures to help ensure suitable adults work with the children.

Quality of teaching, learning and assessment requires improvement

Overall, children receive a positive experience at the nursery. Staff plan activities to support children's emerging interests. However, when staff talk to children about their play, they tend to ask questions which steer activities in line with their expectations. Children have fewer opportunities to develop their own ideas in play and tend to leave activities quickly. Staff regularly observe the children as they play and assess the progress they make. Although emerging gaps in children's progress are noted, these are not always included in planning to help them to catch up quickly. Nevertheless, children show curiosity as they mix cereals, pasta and water. Staff join in with play and explore the changing consistency of the mixture with children. For example, they demonstrate the sticky mixture will not pour out of a tea pot. Children use a magnifying glass to examine the mixture and staff talk to them about the change in how things look.

Personal development, behaviour and welfare are good

Children are happy in the nursery. They enjoy riding scooters and bicycles outside where they regulate speed using a stop-and-go sign. Staff are consistent in supporting children's good behaviour. They praise children's efforts and gently remind them to use 'please' and 'thank you'. Staff sensitively support children's intimate care needs. They ensure children are appropriately protected against the sun and explain why they must wear a hat outdoors. Children enjoy the social aspect of sitting with their friends and staff when they eat lunch. They work well together as they water the plants in the garden.

Outcomes for children require improvement

Weaknesses in some aspects of teaching mean that not all children are making good progress. Children are confident and eager to join in with activities but, sometimes, leave them quickly as they lack depth and challenge. However, children are becoming independent in their self-care skills. Peer friendships are beginning to grow and children show acceptance and tolerance of each other's differences.

Setting details

Unique reference number	EY499215
Local authority	Cambridgeshire
Inspection number	1096819
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	2 - 4
Total number of places	20
Number of children on roll	28
Name of registered person	Head Start Ramsey Nursery Limited
Registered person unique reference number	RP901142
Date of previous inspection	13 March 2017
Telephone number	01487 710709

Head Start Day Nursery registered in 2016. The nursery employs five members of childcare staff. All staff hold appropriate qualifications at level 3 and the manager holds level 5. The nursery opens Monday to Friday all year round, except one week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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