

# Flying Start Childrens Day Nursery Ltd

198 Burnley Road, Rossendale, Lancashire, BB4 8HH



## Inspection date

22 May 2018

Previous inspection date

4 September 2014

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

- Managers and leaders are ambitious for the success of the nursery. They empower staff to adopt a very clear and focused vision, to help to nurture children's emotional, physical, intellectual and social skills. This helps children to grow into confident and independent individuals in preparation for their next phase of learning, including school.
- The dedicated staff welcome children into a calm and homely environment where they are truly treasured and cherished as part of, 'one big family'. This contributes towards children feeling comfortable and at home in their captivating surroundings.
- The well-qualified staff draw upon each other's strengths to create a dynamic team. Their effective enhancements, inspiring learning experiences and positive interventions help to motivate children to learn, develop and achieve. Children make good progress.
- Staff value all children. They encourage children to share information about what makes them unique and advocate the importance of, 'different individuals valuing each other regardless of skin, intellect, talents or years'. Children adopt respectful attitudes.

### It is not yet outstanding because:

- The provider has not informed Ofsted of a change of circumstance as required. In this instance, this oversight does not have any impact on the children.
- Although systems to monitor staff performance are in place, these are not robust enough to help all staff to enhance their teaching practice to the very highest levels.
- On occasions, staff do not help older children to embrace adept practices during mealtime and toileting routines, to further advance their health and self-care skills.

## What the setting needs to do to improve further

### To meet the requirements of the Childcare Register the provider must:

#### Due Date

- ensure that Ofsted are informed of any change of circumstance no later than 14 working days after the change occurs. 05/06/2018

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

- strengthen performance management systems and focus more precisely on monitoring all staff more rigorously and consistently, to apply a sharper emphasis on providing teaching that is of the highest quality
- help older children to embrace more proficient practices in relation to eating, health and hygiene, to help to advance their health and self-care skills to the very highest levels.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held an initial telephone conversation with the provider and a meeting with the provider and deputy manager in charge.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation with both deputy managers during a planned activity.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety documents, children's learning files and the provider's self-evaluation documents.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Regular training and updates help to ensure that all staff have a good understanding of child protection procedures. Although the provider has failed to notify Ofsted of a change in circumstance, this minor oversight has no negative impact on children. The provider has effective contingency plans in place for the safe and efficient management of the nursery. Leaders have a superior understanding of their roles and responsibilities. They work together seamlessly with staff. Recruitment and induction procedures are robust. All policies and procedures, including those relating to child sickness, are strictly adhered to. Customised training is closely linked to the information gained from detailed tracking and helps to close any emerging gaps in children's learning. Staff are sharply focused on driving improvement.

### Quality of teaching, learning and assessment is good

Staff observe children closely to tune in to what they know and enjoy. They plan challenging and fun experiences, such as exciting scientific experiments, that help to enthuse and engage children's passion for learning. For example, staff invite children to mix materials, such as bicarbonate of soda and vinegar, together, to observe the 'fizz' effect this has. Their high-quality interventions help children to make predictions, test out their own theories and explore colours and how these can be changed. Staff value the importance of working in true partnership with parents and uphold that 'by working together they make children stronger'. Children who attend before and after school have time to relax and unwind in their charming surroundings.

### Personal development, behaviour and welfare are good

Children form secure attachments with their preferred key person. Staff use effective strategies, such as little super star awards, to recognise children's advancing abilities and to help them adopt a sense of self-worth. Children enjoy their time outdoors in the fresh air where they have endless opportunities to extend on their own play themes. For example, during play in the mud kitchen staff encourage and support children to transport materials, such as water, from one area to another, to help them to create a 'mud pie'. Their positive and reassuring interactions help children to identify the risks involved and prompt them to adapt aspects, such as the speed they are walking, to help to keep themselves safe. Children are prepared well for their move on to school.

### Outcomes for children are good

All children make good progress. Babies use their senses to explore. They quickly learn new action words during sensory play and are confident to mimic the sounds that different animals make. Older children show a keen interest in numerals in the outdoor environment. They order numbers correctly and count using one number name for each item. Children who speak English as an additional language communicate freely and fluently. Children are kind and form special friendships with their peers. They are keen to take on special tasks, to help to increase their confidence and independence.

## Setting details

<b>Unique reference number</b>	309308
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1103569
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Dawn Karen Heap
<b>Registered person unique reference number</b>	RP512210
<b>Date of previous inspection</b>	4 September 2014
<b>Telephone number</b>	01706 222 269

Flying Start Children's Day Nursery Ltd registered in 1993. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 3, 4 or 6, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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