

Inspection date	29 August 2018
Previous inspection date	7 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The new manager is enthusiastic and has a clear vision of how to raise the quality of provision further. The staff demonstrate a strong commitment to making improvements. They seek the views of parents and children to aid development.
- Children learn in a bright and motivating environment. Staff plan interesting and imaginative activities to engage children and to promote their curiosity.
- Staff help children lead a healthy lifestyle. Children have many opportunities to be physically active and have access to plenty of fresh air and exercise. Staff encourage children to eat healthily and support them to learn about good hygiene routines and to keep themselves safe.
- Staff work well with other agencies and professionals to meet children's individual needs. They help to ensure that there is regular communication and that relevant information is promptly shared so that children's well-being and learning is effectively promoted.
- Staff demonstrate a good understanding of how children learn and develop. They help ensure that children make good progress from their starting points. Staff keep accurate records of children's achievements and progress.
- Children behave well. Staff are good role models for children. They use positive language and give gentle reminders about expectations for their behaviour. Consequently, the atmosphere in the nursery is calm and conducive to learning.

It is not yet outstanding because:

- Arrangements for the mentoring and coaching of staff, to achieve consistently high-quality teaching throughout the nursery, are not fully embedded.
- Opportunities for children who prefer to learn outdoors are not always maximised.

What the setting needs to do to improve further

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

- build on arrangements to observe, coach and mentor staff so that teaching is of a consistently high standard across the nursery
- find ways to extend the opportunities and activities available for children who prefer to learn outdoors.

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 the nursery manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Peter Towner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff place a high priority on keeping children safe. They have a good understanding of their roles and responsibilities in relation to child protection and safeguarding procedures. Consequently, children are well protected and kept safe from harm. Staff work effectively as a team. Children's progress is clearly monitored by managers and leaders and any gaps in learning are swiftly supported. Parents are complimentary about the nursery and the approachable staff. They are pleased with the good information they receive about their child's learning and development. Self-evaluation is ongoing and reflects the views of the staff and parents.

Quality of teaching, learning and assessment is good

The quality of teaching is good throughout the nursery. Staff regularly observe children. They use information from these observations effectively to plan the next steps in their learning. Children make choices about their play and learning. This helps to raise their confidence and feelings of self-worth. They thrive in the busy learning environment and are proud to show staff their creative work. Staff use good teaching skills to help children develop their language and to think for themselves. For example, staff model new words for younger children who copy what they say, extending their vocabulary. Older babies enjoy exploring how toys work. They are encouraged to move around their room, which helps to contribute towards their physical development. Toddlers benefit from exploring textures and colours with paint using rollers and different-sized brushes. Pre-school children show determination and concentrate as they explore making marks and try to form some letters.

Personal development, behaviour and welfare are good

Children benefit from gradual settling-in procedures based around their individual needs. Staff take time to listen to children when they talk and they value their thoughts and opinions. They praise children's efforts to boost their self-esteem and confidence. Babies have space to move about, crawl, learn to walk and access a good range of resources. They form close attachments with the staff, who sit at their level, narrating their play. Children have plenty of opportunities for fresh air. They treat each other with respect and begin to learn about similarities and differences through a good range of activities, such as visits to the local community.

Outcomes for children are good

Children are keen to explore, investigate and take part in new experiences. Their literacy skills are developing well. Children of all abilities, including those with special educational needs and/or disabilities, achieve well throughout their time in the nursery. They develop good listening and speaking skills. Older children learn to read simple words and phrases and to form letters and numbers accurately. Children make good progress in their physical development, including developing good hand-to-eye coordination. For example, children learn to use knives safely, to cut, slice and dice, carrots and beans. They show imagination in their play and sustain their interest for increasing periods of time. This prepares children well for their eventual move to school.

Setting details

Unique reference number	EY330442
Local authority	Lincolnshire
Inspection number	10064658
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Not a school
Age range of children	0 - 4
Total number of places	109
Number of children on roll	119
Registered person unique reference number	RP910155
Date of previous inspection	7 August 2015

Headstart Day Nursery registered in 2006. The nursery employs 27 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one at level 2, one at level 4, one at level 6 and one holds early years practitioner status. The nursery opens from Monday to Friday all year round. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

