

A Flying Start Nursery

Kings Ripton Lodge, Kings Ripton, Huntingdon, Cambridgeshire PE28 2NH



Inspection date	19 February 2019
Previous inspection date	29 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The quality of teaching does not always stimulate and challenge children's learning and development. As a result, not all children achieve as well as they could.
- Supervision procedures to monitor the quality of staff teaching are not effective.
- Older children using the pre-school room and outdoor areas are not always effectively supported to make independent choices and determine their own learning.
- Staff have not considered ways to make the most of outdoor areas to enhance learning opportunities for children who prefer to be outside.

It has the following strengths

- Children are developing appropriate emotional attachments with the staff. They demonstrate that they feel safe and secure.
- Staff develop suitable partnerships with parents. They spend time getting to know the children and their families before they start at the nursery. This supports continuity in the children's care and development.
- Children are encouraged to be kind to one another, to share and take their turn. They are praised for their efforts and achievements, which supports their confidence.

What the setting needs to do to improve further

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

	Due date
improve the quality of teaching to ensure all children receive consistently good-quality learning and development experiences	29/03/2019
ensure supervision procedures support staff to improve their teaching practice.	29/03/2019

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

- enhance children's opportunities to make independent choices and determine their learning in the pre-school room and outside
- consider ways to enhance learning opportunities for those children who prefer to be outside.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the registered provider, who is also the manager of the nursery. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector considered the views of parents in discussion during the inspection.

Inspector
Ann Austen

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff have a secure understanding of how to recognise signs and symptoms of abuse. They know the procedures to follow if they have a concern about a child's welfare or the practice of another member of staff. The manager follows appropriate recruitment procedures and demonstrates that suitability checks have been carried out on adults and staff connected to the nursery. Most members of staff hold early years qualifications. However, supervision arrangements to coach and mentor staff to support them to improve their quality of teaching are not fully effective. Procedures are continuing to be developed to evaluate the quality of the provision, including the monitoring of the educational programmes and children's progress. This supports the manager and staff to address any emerging concerns.

Quality of teaching, learning and assessment requires improvement

The quality of teaching within the different age groups is variable. Staff do not have high enough expectations for older children. They sometimes overlook opportunities to challenge children's thinking and encourage them to solve problems. For example, during play activities older children who can confidently count up to 10 are not offered opportunities to build on what they already know and can do. As a result, children occasionally become energetic and disturb the play of other children. Staff complete observations and assessments of the children and use this information to plan next steps in their learning. Younger children enjoy listening to stories, which supports their developing language and listening skills. They are learning to play alongside their friends. For example, staff support younger children to build and play with the wooden train set together. Babies use their developing physical skills as they learn to pick up and shake rattles. Staff work in partnership with other professionals to support children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare require improvement

Staff do not always offer as much challenge as possible to children using the pre-school room and outdoor areas. As a result, children's attention and enjoyment in their play is not always sustained. Additionally, opportunities for children who prefer to learn outside are restricted. Staff offer settling-in sessions and spend time talking to parents about their child's care, medical needs and stage of development on entry. Parents share positive comments about their children's time at the nursery. Children enjoy many opportunities that support them in developing their physical skills. For example, they balance and jump as they participate in action rhymes.

Outcomes for children require improvement

Children make steady progress and develop some key skills needed for the next steps in their learning. However, variations in the quality of teaching do not help all children to make the best possible progress. Children are developing their independence skills, for example, as they help tidy away the toys. They use chalks to make marks on the pavement and look at books for enjoyment.

Setting details

Unique reference number	EY338413
Local authority	Cambridgeshire
Inspection number	10062114
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	29
Number of children on roll	34
Name of registered person	Gould, Tina Patricia
Registered person unique reference number	RP514062
Date of previous inspection	29 February 2016
Telephone number	01487 773 162

A Flying Start Nursery registered in 2006. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. The nursery opens from 8am to 5.30pm Monday to Friday, for 51 weeks of the year. 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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