

Flying Start Nursery - Helston



Rose Cottage, The Clies, Meneage Street, HELSTON, Cornwall TR13 8RG

Inspection date	1 July 2019
Previous inspection date	25 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

This provision is good

- Parents report that communication with staff is excellent. They know what their children are learning and are very pleased with their progress. Parents are fully involved in their children's learning and work with staff to support children's development at home. For example, staff give parents activities to do with their children and parents give feedback about their children's enjoyment.
- Staff plan an interesting range of activities that are based on children's interests and what they need to learn next. Children explore, discover and test out their ideas, such as how they can make obstacles with wood and tyres. All children make good progress from their individual starting points.
- Staff support for children with special educational needs, and those who are exceeding expected levels of development, is very good. Staff work closely with other professionals working with the children and put in place specific plans to help children catch up, or to challenge and extend their learning further.
- Staff have good opportunities for professional development. They use training well to make improvements to their practice and outcomes for children. For example, following training, staff support young children's communication very well, such as by using hand signs and photographs of the routines with them.
- Children's behaviour is very good. Staff help children learn to share and take turns and be kind to their friends. Older children play cooperatively together and help younger children, such as helping them complete a program on the computer.
- At times staff do not give children time to think about and respond to the questions they ask them.
- On occasion, adult-led group times for the older children are not organised effectively to fully sustain the children's interest.

What the setting needs to do to improve further

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

- enhance opportunities for children to formulate and respond to questions, to encourage their thinking skills further
- review the organisation of adult-led group activities to sustain older children's interests and extend their learning.

Inspection activities

- The inspector observed staff's interactions with the children, indoors and outdoors, and how these supported children's learning.
- The inspector carried out a joint observation of an activity with the manager and discussed how she monitors and evaluates staff's teaching practice.
- The inspector spoke to parents, read some written feedback and took account of their views.
- The inspector held a meeting with the manager and senior manager and sampled some documentation, including suitability checks, training certificates, records of complaints and policies.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of leadership and management is good

Managers evaluate the success of the nursery well and put in place clear plans for improvement. For example, following feedback from parents they have increased opportunities for children to have trips out in the local community, such as to farms. Managers check staff's teaching regularly and together they evaluate the strengths and identify clear targets for improvement. Managers monitor staff's assessments of individual and groups of children to check these are accurate. They quickly identify and put in place support when there are gaps in children's development or provide extra challenge to those who are exceeding expected levels of development. Safeguarding is effective. Managers and staff are knowledgeable about child protection and wider safeguarding issues. They monitor children's well-being carefully and know who to report any concerns to. Staff know the whistle-blowing policy and who they can contact if their concerns are not dealt with effectively.

Quality of teaching, learning and assessment is good

Staff are skilled at promoting children's communication and language development overall. For example, they respond to young babies' babbling and this gives them the confidence to communicate. Staff support toddlers to communicate their wants and needs and engage older children in conversations. Staff encourage children to make predictions and guess what may happen. For example, when older children made potions with coloured ice, they decided the coloured ice would melt and turn the potion the same colour as the ice. Staff are enthusiastic and join in with the children's play. For example, they sing and join in with action songs with toddlers and praise babies as they persevere when putting shapes into the corresponding hole. Staff encourage parents to help prepare older children for school. For example, they send home weekly tasks for children to practise, such as getting dressed every day.

Personal development, behaviour and welfare are good

Children show they have formed secure attachments with staff, who know them well. Babies enjoy being cuddled when they are tired and soon settle to sleep. Toddlers and older children readily approach staff and invite them into their play. Staff respond quickly to children's needs and this helps children develop high levels of confidence. Children enjoy being outdoors. They run around, practise their balancing skills and strengthen their hand muscles as they dig in the sand and fill containers with water. Children receive nutritious snacks and meals and the cook monitors the sugar and salt content to promote healthy eating.

Outcomes for children are good

Children gain the skills they need for their next stage in learning, including school. Babies are keen to explore the toys and are confident in their developing communication skills. Toddlers concentrate during group times and learn to listen to their friends' contributions. Older children practise their early writing skills, and some children write their names and form recognisable letters. They solve simple problems, such as how to make a cup of potion 'lighter' by pouring some out. Children show a positive attitude towards their learning.

Setting details

Unique reference number	EY426166
Local authority	Cornwall
Inspection number	10062207
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	55
Number of children on roll	49
Name of registered person	Flying Start Nurseries (SW) Limited
Registered person unique reference number	RP910638
Date of previous inspection	25 August 2015
Telephone number	01326 573400

Flying Start Day Nursery in Helston opened in 1999 and re-registered in 2011, due to a change in company status. It is one in a chain of nurseries run by Flying Start Nurseries (S.W) Ltd. It operates from a detached building close to the centre of Helston, in Cornwall. The nursery opens five days a week from 8am until 6pm. It operates all year round with the exception of one week over Christmas. The nursery provides funded early education for children aged two, three, and four years. They employ a cook and seven childcare staff. Of these, seven hold appropriate early years qualifications, including one with an early years degree. The nursery follows aspects of the High-Scope and Forest School curriculum models.

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