

Inspection of A Flying Start Nursery

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

Inspection date:

25 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is variable. Staff sometimes miss opportunities to extend children's play or adapt activities to challenge their learning. As a result, children do not always remain purposely involved or make as much progress as they could. Having said that, children's communication is well supported, particularly in the pre-school room. For example, story times are interactive and engaging. Children listen attentively and excitedly join in with repeated refrains. Staff ask children questions about the story and encourage them to recognise and say initial letter sounds.

The friendly staff team offers a warm welcome to children and parents. Children are happy and feel safe. They confidently explore the nursery environment. They freely choose where and with what they want to play. The key-person system is effective. Staff know the children in their key groups well and display secure relationships with them.

Children's emotional well-being is positively promoted. Staff support children's good behaviour. For example, children learn to follow instructions and take turns. Staff are consistent in their management of children's behaviour and make their expectations clear. They offer children lots of praise and gentle reminders to encourage them to share and be kind to their friends. This helps children to develop a sense of empathy for others.

What does the early years setting do well and what does it need to do better?

- Sometimes, staff do not challenge children's thinking or ask them probing questions as they play. They do not always promptly respond to children's interests throughout the day or adapt the environment to enrich their play further.
- The manager seeks guidance and support from the local authority. She has addressed some of the actions raised at the last inspection. For example, staff supervision sessions are in place. The manager and staff have accessed online training to enhance their practice and improve teaching skills. However, more time is required to embed monitoring systems to help raise the standard of teaching to a higher level. Therefore, not enough progress has been made to raise the quality of the provision to good.
- Children learn about the wider world and diversity. For example, they talk about traditions and cultural celebrations, such as Holi and Diwali. Staff help children to develop a sense of identity. For example, children use mirrors to observe the similarities and differences between themselves and their peers as they draw self-portraits. Staff value children's efforts and display their portraits in frames in the nursery.

- Parents speak positively about the nursery. Staff make good use of daily discussions to inform parents about their child's day. However, information about children's learning is not consistently shared with parents. This means parents are not well supported to build on children's learning at home.
- Staff support children with special educational needs and/or disabilities well and provide additional support where needed to help close any gaps in their learning. For example, staff take advice from other professionals to support those children with speech and language difficulties.
- Children are developing a sense of independence. For example, they make choices in their play, put on their coats and attend to their own personal care needs, relevant to their age and ability.
- Children explore the sensory properties of real vegetables in the role-play area. They learn mathematical concepts such as shape, space and measure as they categorise and transfer vegetables from different-sized trays. Children are fascinated by visitors. They engage the inspector in their imaginative play and pretend to cook her dinner.
- Staff promote children's health effectively. They provide opportunities throughout the day for children to be physically active and play outdoors in the fresh air.
- Children learn about how food grows. For example, they regularly check the tomatoes they have planted in the garden. Staff help children to observe growth, decay and change over time.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. They know the correct procedure to follow if they have concerns regarding a child's welfare. The manager follows secure recruitment processes to ensure staff are suitable to care for children. For example, she ensures that staff have references and complete a thorough induction when they initially start their employment.

What does the setting need to do to improve?

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

| | Due date |
|---|------------|
| improve staff's planning and delivery of activities to ensure all children are consistently engaged in challenging and purposeful play. | 30/12/2019 |

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

- strengthen the processes to monitor the quality of teaching and implement a more effective system to support and coach staff to improve their personal effectiveness
- extend partnerships with parents to provide more opportunities for them to be involved in supporting their children's learning and development at home.

Setting details

| | |
|--|---|
| Unique reference number | EY338413 |
| Local authority | Cambridgeshire |
| Inspection number | 10099193 |
| 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 | 1 to 4 |
| Total number of places | 44 |
| Number of children on roll | 25 |
| Name of registered person | Gould, Tina Patricia |
| Registered person unique reference number | RP514062 |
| Telephone number | 01487 773 162 |
| Date of previous inspection | 19 February 2019 |

Information about this early years setting

A Flying Start Nursery registered in 2006. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The nursery opens from 8am to 5.30pm Monday to Friday, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Walker

Inspection activities

- The inspector took part in a tour of the setting with the nursery manager.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.

We carried out this inspection 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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