

Inspection of Flying Start Day Nursery Hainault

Hainault & Chigwell Community Association, 628 New North Road, Ilford, Essex IG6 3TQ

Inspection date: 22 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming nursery. They develop strong bonds with the kind and caring staff. This helps children to feel safe and secure. Children behave well. They respond positively to the high expectations and gentle guidance of staff. This supports children to learn the routines and boundaries of the nursery. Older children remember rules and can follow these independently. For example, they share toys and use good manners at mealtimes. Children are learning to respect one another and recognise their individuality. They play nicely together and develop friendships.

Children show positive attitudes to their play and learning. During circle time activities, they listen to staff and join in with discussions about the weather and days of the week. Children participate enthusiastically with the songs and rhymes. They are confident to stand up in front of the group, as they pretend to be currant buns. Children wait patiently for their turn to be chosen and then dance happily with their friends. Children show a keen interest in numbers. They thoroughly enjoy mathematical games, which help them to practise counting, ordering and recognising numerals.

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

- The manager, who also owns the nursery, is reflective and evaluates the setting well. There has been a strong focus on establishing a well-skilled staff team and on including parents in children's learning. Parents describe how kind and affectionate the staff are to their children. They say they know what their children are learning and how they can support this at home.
- Staff have high expectations of what children can achieve. They identify children who need extra help and ensure that they are supported well. Children make good progress and are well prepared when they move on to school. This includes children who receive funding and those children who speak English as an additional language.
- The curriculum is well planned, to support all areas of learning. Staff know children well. They confidently use information from assessments to plan enjoyable activities for children. However, staff sometimes miss spontaneous opportunities to further extend children's learning. For instance, on occasion, they do not consistently introduce different vocabulary or demonstrate new skills.
- The learning environment is inviting and there are lots of exciting toys and resources. Children are eager to learn. They confidently talk to adults and make choices about what they want to do. Children share ideas with each other as they play imaginative games, such as feeding or bathing the dinosaurs.
- Staff support children's literacy skills very effectively. They are skilled at reading

to children in ways that engage their interest and spark their imaginations. Children are excited and animated. They talk about what they can see in the pictures and what they think will happen next. Staff provide lots of opportunities for children to practise making marks. For example, children use brushes to paint on surfaces outdoors, they make marks in dough with their fingers and draw using crayons and pencils.

- Children show pleasure in being physically active. They spend lots of time playing in the nursery garden. They run confidently and practise skills, such as climbing, balancing and jumping. Children know that they must wash their hands regularly, such as before eating and after playing outdoors. They are beginning to recognise their own physical needs, such as when they feel thirsty and need to go indoors for a drink.
- Children are motivated to learn and explore. For instance, they were interested to see what happened, as they mixed water into cornflour 'gloop'. They described the new texture as 'squishy' and noticed that it was easier to spoon and pour into containers.
- Staff are professionally qualified. They speak enthusiastically about their roles and say that they feel valued and supported by the manager. Staff are well supervised and meet regularly with the manager to discuss their professional development. They receive guidance and training to help them continuously improve their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to keep children safe and promote their welfare. There is regular and robust safeguarding training for staff. Staff are confident about recognising the signs of abuse and neglect. They know the procedures to follow should they have concerns about a child's welfare or the suitability of an adult. Staff use effective risk assessments to ensure that children play safely and receive appropriate care. There are thorough procedures and checks in place, to make sure staff that are suitable to work with children.

What does the setting need to do to improve?

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

- help staff to recognise and make effective use of spontaneous opportunities to support children's learning.

Setting details

Unique reference number	2518008
Local authority	Redbridge
Inspection number	10194551
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 at time of inspection	2 to 4
Total number of places	40
Number of children on roll	24
Name of registered person	Flying Start Day Nursery Chigwell Ltd
Registered person unique reference number	RP534044
Telephone number	079087066663
Date of previous inspection	Not applicable

Information about this early years setting

Flying Start Day Nursery Hainault registered in 2019. The nursery operates each weekday from 7am to 6.30pm, all year round. Six staff, including managers, are employed to work with the children. The managers hold qualifications at level 7 or level 6. Other staff are qualified at level 3. The nursery provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk around the nursery to discuss how they organise the early years curriculum.
- The inspector observed a range of activities indoors and outdoors, to assess the quality of education and the impact on all children's learning and development.
- The manager and inspector met to discuss arrangements, such as the supervision of staff and how they evaluate the provision.
- The inspector spoke to a number of parents and children during the inspection and took account of their views.
- A range of documentation was looked at by the inspector, including children's records of attendance, first-aid certificates and evidence of staff suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021