

Inspection of Start Right Nursery

350 Trent Road, Grantham, Lincolnshire NG31 7XQ

Inspection date: 8 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children of all ages are confident to make choices in their play and happily explore the engaging environment created by staff. They use their imagination while exploring play dough explaining they are building houses and other objects. Staff help children develop their small physical movements and encourage them to try things for themselves. Children use different objects to roll, poke and squeeze the play dough and staff support them to learn the names of the different shapes they create. Children develop close friendships and happily invite other children to join their play. They demonstrate what staff have taught them previously as they join in songs and stories, including 'Dingle Dangle Scarecrow'. Children use props and puppets to encourage others to join in and sing with them. They demonstrate the actions and giggling as they hold hands and jump up at the correct moment in the song.

Children know what staff expect of them during routines of the day and listen carefully to their instructions. They independently wash their hands ready for lunch, wait for everyone to be seated, and help to pass the plates and cutlery to one another. Staff praise children for using good manners, such as saying, 'Please' and 'Thank you' when responding to others. They help children to develop their independence skills. Children confidently use utensils to serve the healthy cooked dinner staff provide.

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

- Staff play alongside children and observe them to help them assess what children know and can do. They plan the support children need next to help them develop their skills and knowledge. Staff find out about children's experiences outside of the setting and work alongside parents and carers to address any gaps in their learning. This includes children with special educational needs and/or disabilities.
- Staff plan activities and experiences based on what children are interested in and what skills and knowledge they want them to learn. They encourage pre-school children to develop their road safety knowledge while playing on ride-on toys outside. Staff help children learn how to listen and follow instructions, depending on whether the traffic lights are red, amber or green. Children begin to understand why they wait for the green man to cross the road. However, most learning outdoors is incidental, as staff do not plan outdoor activities or give enough consideration to what they want children to learn during this time.
- Staff interactions with children support them in developing their communication and speaking skills. They comment on what younger children are doing while exploring a ball pit, and repeat keywords for them to copy, such as 'throw'. Staff expand on children's knowledge as they explain the colours of different balls.

However, at times, staff do not recognise when some children need tailored support to help them make the most of their learning during their chosen play. Therefore, some children spend time finding it hard to engage in activities.

- Staff show care and nurture during care routines and value children giving their consent for having their nappy changed. They talk to children about why it is important to wash their hands before mealtimes.
- Staff praise children for persevering when tasks are challenging. For example, children enjoy making snowmen with shaving foam and natural objects. When they want to add water and see if they can pretend to melt their snowman, staff encourage them to fetch the water themselves and walk carefully not to spill it. Children are praised by staff for their achievements, which encourages them to continue developing this skill and fetching more water independently.
- The leadership team observe staff practice and provides feedback regularly. The manager explains how staff use what they learned during recent training to help children develop their confidence in speaking. However, the quality of leadership is not yet consistent. Although all managers are provided professional development opportunities, this is not yet fully effective in further developing their knowledge and skills. Therefore, managers lack some skills in maintaining a consistently clear oversight of the setting, to identify improvements they could make.
- Parents are happy with the service provided by staff. They explain that staff communicate with them about what their children particularly enjoy during the day, what they need to learn next, and other information about what they have eaten.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities in keeping children safe. They attend regular training to keep their safeguarding knowledge up to date. Staff and leaders know the children and their families well, and are alert to the signs and symptoms a child may be at risk of harm. They are confident in recording concerns and reporting these to the relevant professionals when necessary. Leaders follow a thorough recruitment procedure and continuously monitor the suitability of all staff. The site is securely maintained, and staff follow clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. They monitor accidents and injuries sustained both in the setting and elsewhere to ensure all appropriate steps are taken.

What does the setting need to do to improve?

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

- strengthen planning to provide more purposeful learning opportunities in the

outdoor area

- improve staff skills to further recognise and support children to make the most progress in their learning during play
- embed the professional development provided for leaders to help them develop their oversight of the setting and leadership abilities.

Setting details

Unique reference number	253678
Local authority	Lincolnshire
Inspection number	10275639
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	1 to 4
Total number of places	84
Number of children on roll	32
Name of registered person	Startright Nursery Limited
Registered person unique reference number	RP911150
Telephone number	01476 577115
Date of previous inspection	5 January 2023

Information about this early years setting

Start Right Nursery registered in 2000 and is situated in Grantham, Lincolnshire. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the manager holds qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children of all ages throughout the setting.
- The inspector held discussions with the leadership team regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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