

Inspection of Fair Start Nursery

6 Princess Street, BURNHAM-ON-SEA, Somerset TA8 1EH

Inspection date: 25 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff plan a good curriculum, focusing on children's prime areas of development. This has a positive impact on children soon becoming confident in the setting, through building effective relationships. All children, including those who speak English as an additional language and children with special educational needs and/or disabilities, become confident communicators.

Staff make good observations to monitor children's development and identify any gaps. This enables them to plan effectively for children's next stages of development. Overall, staff plan well to provide experiences for children that cover all seven areas of development. For example, they make good use of traditional stories, so that children develop their knowledge and skills, as well as make links in their learning.

Children behave well and feel secure because staff are positive role models. They are caring and kind, supporting children effectively in managing their emotions. Staff engage in children's imaginative play, helping them to extend their ideas and vocabulary. For example, staff help children to describe different hairstyles, comment on which they prefer and have a go at brushing and styling hair. Children happily go to staff, knowing they will receive a positive response. Children become confident independent learners, preparing them well for school.

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

- The new manager evaluates the quality of the provision and teaching successfully. Through identifying that children's mathematical development was an area for improvement, together they have all improved this area. For example, children recall the story of 'Goldilocks and The Three Bears', explaining different sizes and noticing there are fewer bowls than bears. Staff help children to make predictions and test their ideas, such as how many fat balls will fill the feeder.
- Partnerships with parents are strong. Staff work successfully with parents to get to know the children well and parents confirm how effectively staff share information with them. This ensures children receive consistent care and learning. For example, parents comment on how well they work together over potty training.
- Children gain a good awareness of their own community and the wider world. For example, they learn about Diwali and Chinese New Year. They develop respect for people's differences. However, not all staff are aware of children's own cultural celebrations and there are few positive images to help children develop their sense of self.
- Overall, staff provide good support for children's language and communication

skills. They are successful role models, building on children's vocabulary as they engage in their learning. Parents confirm how much their children's speech has developed since attending the setting.

- Children happily engage in a wide range of activities, supported well by staff. For example, they are excited to go insect hunting, they record what they have found and use magnifying glasses to look closely and comment on what they see. However, staff do not always plan group activities for the youngest children as effectively as they could. Sometimes, children become distracted and do not listen or engage fully.
- Staff ensure children have good opportunities to develop their physical skills. Children have daily opportunities to be outside and develop their large-muscle skills as they climb, balance and jump. They excitedly control balloons, hitting them into the air. Staff challenge them further, such as trying to balance them on their head. Children become increasingly aware of managing risks outdoors, such as knowing how to use a zebra crossing.
- The new manager has implemented staff taking on responsibilities according to their strengths, such as behaviour management support, and health and safety officer. This helps staff to be more involved in decisions and feel ownership for the quality of the provision.
- The special educational needs coordinator (SENCO) is currently attending higher level training for her role and has a good understanding of her responsibilities. She knows which children need additional support and ensures they receive it. The SENCO ensures the curriculum is accessible for all children, to make the best progress they can.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- increase staff awareness of helping children to gain a greater positive awareness of their backgrounds, to deepen children's sense of belonging
- help staff to plan group activities for the youngest children more effectively, to engage them better and improve their listening skills.

Setting details

Unique reference number	EY367869
Local authority	Somerset
Inspection number	10317370
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	24
Number of children on roll	33
Name of registered person	Fair Start Nursery Ltd
Registered person unique reference number	RP527640
Telephone number	01278 795165
Date of previous inspection	3 May 2018

Information about this early years setting

Fair Start Nursery opened in 1991 and re-registered in 2007. It is privately owned by two directors. The nursery is in Burnham-on-Sea, Somerset. It receives funding to provide free early education for children aged two, three and four years. The nursery opens from 8.45am to 4pm each weekday during term time. There are seven members of staff working with children. The manager, who is also a director, holds an early years qualification at level 3, as do five more members of staff. One member of staff holds an early years qualification at level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector spoke to staff at convenient times during the inspection and observed the quality of education being provided indoors and outdoors.
- The manager and inspector carried out a joint observation during a group activity and discussed the quality of teaching and the impact this was having on children's development.
- The inspector spoke with parents and children and took account of their views.
- The manager and inspector discussed the leadership of the setting and the inspector sampled documentation.

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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