

Flying Start Day Nursery

198 Burnley Road, Rossendale, Lancashire, BB4 8HH

Inspection date	04/09/2014
Previous inspection date	03/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and make good progress across all areas of learning. Staff observe and closely assess their development and effectively use this information to plan for their individual needs.
- Children benefit from a strong, highly effective key-person system with staff, who are loving and attentive. Therefore, children's emotional well-being is effectively promoted and they feel safe, secure and are confident individuals.
- Arrangements for safeguarding children are effective because clear policies and procedures are in place. These are regularly reviewed and understood by all staff.
- A strong relationship with parents helps children to make progress, as the staff ensure that a joint approach to their child's learning is maintained.

It is not yet outstanding because

- Children have fewer opportunities to consolidate their learning about literacy by exploring letters and numbers in the outdoor learning environment.
- Opportunities to extend children's independence and learning further during the preparation for lunchtime are not maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction both indoors and outdoors.
- The inspector undertook a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation,
- assessments, evidence of the suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Claire Stafford

Full report

Information about the setting

Flying Start Day Nursery was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates in a converted detached property in Rawtenstall and caters for children from a wide catchment area. The nursery consists of a family room, which is used for a variety of children's play and story time and a messy room for craft activities. Children also access the conservatory for lunches, table activities and imaginative play. There is a separate baby unit for children aged under two years, which has a separate sleep room. There is a secure play area to the front of the property. The nursery is open from 7.30am until 6pm from Monday to Friday, excluding Bank Holidays and one week during the Christmas period. There are currently 35 children in the early years age group on roll, some on a part-time basis. The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, six at level 3 and one at level 4. The pre-school leader currently holds a Qualified Teacher Status. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language.

What the setting needs to do to improve further

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

- maximise opportunities to develop older children's independence and decision making further, for example, by introducing self-service and allowing them to serve their own food over the lunchtime period

- enhance the vibrant learning environment to help consolidate children's developing literacy skills even further, by adding more letters and number resources, so that children are able to recognise that print carries meaning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy within the setting and are well cared for. Staff know and understand the children well. Babies and young children are effectively supported by staff, who encourage them to 'have a go' at activities within the exciting and positive environment. This enables children to become involved in active learning and to enjoy their achievements. Praise and encouragement are used effectively, which fosters children's emotional well-being. Sensitive care provides a strong foundation for children, who have recently started at the nursery. As a result, babies and children are confident and relaxed and parents are happy and feel highly supported. Partnerships with parents are good. The effective daily communication system in place ensures staff communicate well with

parents and each other. Consequently, a two-way approach is embedded. For example, an activity of the week is clearly displayed in the entrance hall for parents to view and to use at home if they wish. As a result, parents benefit from this sharing of information and are engaged well in their child's learning and development. This helps to consolidate children's learning through a continuous process between the nursery and home. New children are supported within the settling-in process where parents share information with their child's key person. For example, staff learn about children's likes, dislikes and favourite activities. The information gained contributes to the initial assessments of their child's starting points and helps children to settle well into the nursery. As a result, staff know children very well and talk to them about their home life, which helps them feel valued.

Staff have strong knowledge of the Early Years Foundation Stage and effectively plan and meet the individual needs of the children. The planning is consistent and well-tailored activities meet the individual needs, next steps and stages of children's development. All children, including those learning English as an additional language, are working within the typical range of development expected for their age. Staff manage and support this by using a robust tracking system, which is fully embedded throughout the nursery to ensure that all children make good progress. The educational programme covers the seven areas of learning well for all age groups and abilities. The environment is well resourced and children are able to select their own resources and make choices with what they would like to play with. The activities that are in place are interesting and challenging. Staff structure these around the children's experiences and interests, which meets their needs well. For example, children enjoy experiences and play eagerly and imaginatively in a role play activity, which is set out to be an aeroplane. The good quality of teaching and the skilful questioning by staff enables children to become involved in language and communication, which extends their thinking and develops their understanding of the world around them. Children have a wide range of books to look at and listen to. Cosy corners are planned, so that children feel comfortable and are able to relax while listening to stories. They have many opportunities to develop their early writing skills through creative activities. However, there are fewer opportunities for children to consolidate their understanding of literacy in the outdoor area because letters and numerals are not displayed in the same way as indoors.

Children learn about their local community and the wider world by celebrating festivals throughout the year, which extends their understanding of diversity and differences. Children for whom English is an additional language are supported well by staff members, who use keywords and talking about photograph albums in their home language, to extend their understanding of English. Skilled staff extend children's play and ideas through the good use of open-ended questions, which support them to develop characteristics of learning. For example, children are eager to participate because staff motivate and enthuse them. They think about what is happening and staff support them to consider solutions to problems by talking about the situation and considering options. As a result, all children are gaining the necessary skills to support their future learning and readiness for school.

The contribution of the early years provision to the well-being of children

Children's emotional well-being is effectively promoted throughout the nursery. Parents understand, who their child's key person is and this supports and helps to ensure that all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. Settling-in sessions are used to build relationships with parents, who are encouraged to share details of their child's individual care needs and routines. As a result, staff know and understand children well and their movements through the nursery are supported well with their key person. Teachers from relevant schools are invited into the nursery to meet the children and spend time with them and the key person in a familiar environment. Therefore, children are supported well to be emotionally equipped for their move to school.

Staff are good role models and have high expectations of the children, who attend the nursery. For example, children are encouraged to say 'please' and 'thank you' throughout the day. Consequently, children learn to show respect to one another, fostering a caring and supportive environment. Behaviour management is consistent and children are encouraged to work together to support one another in managing their own behaviour. Children are involved in the reward system that is in place. Staff are committed to including all children and treat them with equal respect. As a result, this enables children to understand each other's differences and learn to play safely and harmoniously together. Staff provide a safe, welcoming, stimulating and well-resourced indoor and outdoor environment, which supports children's all-round development and emotional well-being. Since the last inspection, the outdoor area has been successfully developed to provide exploration areas, which enhances children's learning and enables them to learn how to assess and manage risks. For example, a sensory garden, a digging area and a water butt for pouring water have been created. This provides the children with a range of natural materials and open-ended resources for them to investigate and develop new experiences. Consequently, children are provided with a wide-range of opportunities to challenge them in all areas of learning. Their exploratory skills and curiosity are supported particularly well outdoors. Children enjoy visits to the local garden centre to choose plants and seeds, so that they can become involved in gardening. In particular, children excitedly begin to explore bugs within the garden area and demonstrate a natural ability to respect and care for one another. Staff help children to learn about safety while promoting their natural curiosity. This gives children the skills they need to understand the world around them.

Children at all ages skilfully develop a wide range of self-care skills as they confidently wash hands before mealtimes and after visiting the bathroom. They understand this process and confidently discuss why this is important. Children wash their faces after mealtimes and brush their teeth after the lunchtime session. They learn about how to look after their teeth and why this is important. They are eager to show an activity, involving a visit to the local dentist. Nappy change routines are very good. Staff follow each child's care routine and have regard for their individual sleep and nappy change preferences, as discussed with parents. This ensures that all children's needs are fully met. Infection control is good. Staff wear gloves and aprons and a disinfectant spray is readily available. They disinfect the change mat after each use, which limits cross-infection and protects the health of all the children. Fresh drinking water is readily available for children to access all day, which they are encouraged to use as they learn to manage their own needs for a drink. A selection of healthy snacks and nutritious meals are readily available and ensure

that children are provided with a balanced diet. All children within the nursery come together to eat during the lunchtime period. However, older children are not encouraged to engage in self-service of food at the lunchtime period. This, therefore, misses opportunities to encourage children's independence further and to develop confidence in making decisions that contribute to their understanding about a healthy balanced diet and where food comes from.

The effectiveness of the leadership and management of the early years provision

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, staff are confident in identifying and reporting any concerns about a child's welfare and children are well protected from harm. Secure recruitment and vetting procedures ensure that all staff are suitable and safe to work with children. Effective risk assessments and daily safety checks are completed to minimise hazards, in order to reduce the risk of accidents to children. All staff have a first-aid certificate and appropriate accident, incident and medicine records are in place.

The manager's drive for improvement is demonstrated by a clear improvement plans and all previous actions and recommendations from the last inspection have been clearly met. The manager understands the importance of collating data about children's progress through comprehensive developmental tracking information. Consequently, individual children or groups of children with special educational needs and/or disabilities are targeted, so that appropriate interventions are sought and gaps are closing. As a result, this supports the manager and her team to implement changes in the nursery, which support the overall achievement of children. The manager has successfully improved the support of staff since the last inspection by introducing regular appraisals and staff supervisions. All staff are supported to expand continuous professional development and attend courses that are relevant to their job role. The nursery strives to improve and has recently achieved an award that ensures quality standards are met. There is a good self-evaluation process in place, which includes input from staff, parents and carers. The manager has a good understanding of the strengths and she is aware of the areas that need improvement, which are continually reviewed. Consequently, the outcomes for children consistently improve. For example, the observation and assessment system has been clearly improved and all staff understand the need to tailor activities to meet each child's individual learning needs. This is managed and supported well by the setting's Early Years Co-ordinator and is frequently discussed through regular staff meetings. As a result, all children make good progress. There is a strong commitment to equality and inclusion throughout the nursery, which is evident in practice. For example, the management team conduct regular audits to ensure that all staff have a firm awareness of equality and diversity and understand how to implement this well within practice.

Partnerships between staff and parents are positive. Parents spoken to comment on the friendliness of the staff and how they are kept well informed about their children's development through daily discussions. Parents are invited to parents' evening sessions

where they are fully informed about their child's learning progress and care needs. Staff value parents' contributions and have a suggestion box within the entrance area of the nursery. Here, parents are encouraged to post questions into their child's key-person box or to the management team, who share their views on how the nursery can be improved. Partnerships working with external agencies and professionals, such as teachers and health visitors, are effective, ensuring that children are well supported when required. This ensures children's moves to school are as smooth as possible.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	309308
Local authority	Lancashire
Inspection number	876841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	35
Name of provider	Dawn Karen Heap
Date of previous inspection	03/11/2009
Telephone number	01706 222 269

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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