

Headstart Pre School Centre

Inspection report for early years provision

Unique reference number EY342315
Inspection date 18/02/2010
Inspector Denise Sixsmith

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Headstart Pre-School Centre opened in 1989 and was registered to Headstart Pre-School Centre Limited in 2006. It operates from a converted government building in Preston. Children are cared for in three designated rooms and have access to three outdoor areas. The nursery operates every day for 51 weeks of the year from 7.45am to 5.45pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 42 children may attend at any one time. There are currently 51 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The lead professional has achieved Early Years Professional Status. The nursery is a member of the National Day Nursery Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy their time at the nursery, which provides a warm and friendly environment. Their needs are met very well by positive and dedicated staff who provide good support and guidance for the children. The majority of the nursery's care and welfare systems and procedures are well documented and effective. Positive relationships are in place with parents and others to support children's needs. Children make good progress and development in all areas of learning. Management and staff demonstrate a good capacity for further improvement and provide an inclusive environment where children are confident and happy and receive personal attention.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that written records of all medicines administered to children are kept and parents are informed (Promoting good health) (also applies to the compulsory part of the Childcare Register). 31/03/2010

To further improve the early years provision the registered person should:

- further develop the two-way flow of information with parents and carers to

enable them to review their children's progress more regularly and contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because the practitioners are confident in recognising the signs of abuse and reporting child protection concerns or allegations. Safeguarding systems are updated to reflect new initiatives and are shared appropriately with staff. Recruitment and vetting systems ensure that all adults are suitably checked, qualified and trained. Safety systems, including risk assessments, daily premises checks and the regular undertaking of fire drills, are good. Frequent staff meetings are used effectively to share and update staff's knowledge and understanding of the nursery's policies and procedures. Staff are deployed well to support the children's development of independence and self-esteem. The premises are secure and the monitoring of visitors is rigorous to ensure children are safe.

The nursery's clear systems of self-evaluation and regular reviews involve all staff, parents and children and are of a good quality. The environment is organised to enable children to move spontaneously and independently around learning and play areas. Staff are deployed effectively, which encourages children to participate in the different activities on offer. Management are committed to the continued development of the staff team. An appraisal system is in place to ensure staff training needs are identified and acted upon. Documentation which is required for the safe management of the nursery is efficiently organised and promotes children's needs. However, the completion of the medication records by staff does not always comply with the written procedure, which is a breach of requirements. The management team demonstrate good commitment and capacity towards continual improvement. All recommendations from the last inspection have been addressed. A number of positive improvements have also been made since the last inspection to improve outcomes for children and their families. For example, the reorganisation of the outdoor play areas creates inviting, enabling environments which increase play and learning opportunities for children across the age ranges.

Parents receive written and verbal feedback at the end of each day which keeps them appropriately informed about their children's routines and how they have spent their time at the nursery. However, the sharing of information with regards to the children's learning and development is less well developed. Parents also receive regular newsletters, which ensures they are informed of any new developments within the nursery and the activities their children are involved in. Staff work closely with other agencies to ensure they support the needs of individual children well when required.

The quality and standards of the early years provision and outcomes for children

Children achieve very well, both indoors and outdoors. They are active learners and are able to work well both independently and in small groups. Children learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity, such as displayed posters and photographs. Ongoing observations of all children are used effectively to monitor and enhance their progress and development in the six areas of early years learning. These are linked to weekly plans and this information in turn is used to update the individual learning journey files. Children demonstrate friendly relationships with staff and visitors to the setting. They are eager to try the varied opportunities to join in play and activities with their friends, and they show a desire to learn which is effectively fostered by dedicated staff. Children listen well to stories and join in enthusiastically with the 'hairy fish and scary fish' story. They play well together with the sand and jigsaws, and babies laugh as they explore the soft play physical and sensory area. Children are developing their skills for the future very well.

Young babies are provided with appropriate routines and opportunities which enable them to settle well and progress. Routines, which include outdoor play, play activities, sleep, meals, snacks and nappy changes, are flexible. Babies benefit from regular sleep, and plenty of time is given for them to gain independence at mealtimes. All children are provided with meals that are balanced and freshly cooked on the premises every day. Mealtime is a social occasion when all the children sit together in their age groups and talk to staff about their day and interests. This time is used effectively to promote children's independence and self-help skills, for example, washing hands, serving themselves and pouring their own drinks. Children learn to stay safe through taking small risks on the outdoor climbing equipment, helping to tidy up and practising the fire evacuation. Children are very helpful and kind to each other and behaviour is good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 31/03/2010