

Headstart Chester Ltd

Inspection report for early years provision

Unique reference number EY101776
Inspection date 31/01/2011
Inspector Mary Henderson

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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 day nursery and out of school club opened in February 2002. They are situated in Upton near Chester. The nursery serves the local and further communities. Children share access to an enclosed outdoor play areas.

The nursery is registered by Ofsted to care for a maximum of 80 children, from two to under eight years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children come from the local areas. There are currently 88 children on roll in the early years age range. The nursery is open from 7.30am to 6.00pm Monday to Friday throughout the year.

The out of school club is registered to provide care for a maximum of 24 children aged from four years to under eight years, and is open from 7.30am to 9am and 3pm to 6pm during term time and school holidays.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an addition language. The nursery and out of school employs 28 members of staff all of whom have early years qualifications. The nursery receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff strive to develop strong relationships with parents and their children. This effectively promotes inclusion for all children on roll. The staff also liaise with other providers of the Early Years Foundation Stage which further promotes inclusion. Most of the defined play areas are used well by the children. The staff make good use of indoor and outdoor areas, equipment and outings to provide a good range of opportunities to extend children's development across all areas of learning. Most systems to evaluate the provision are in place.

What steps need to be taken to improve provision further?

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

- ensure all parents are fully included in the self-evaluation procedures of the setting
- encourage older children's interest in books by providing an attractive and inviting book area

The effectiveness of leadership and management of the early years provision

There are positive relationships between the staff and the parents and their children. This ensures children's needs are identified and met. Relationships with other providers of the Early Years Foundation Stage ensures inclusion and continuity for all children on roll. The risk assessments identify possible risk to children in the indoor and outdoor areas and all outings involving the children. Children are safeguarded because the staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities.

The management and staff work well together to drive forward improvement and ensure ambition is embedded well. The self-evaluation systems in place are good and include input from the children, staff and management. However, the systems do not yet fully include all parents on roll.

Information sharing with parents is good. There is written and verbal two-way exchange of information to ensure children's needs are met. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. The policies and procedures are accessible to all parents.

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

The children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy outings to places of interest including Chester Zoo. Here the children look at and talk about various animals from around the world and they enjoy looking at smaller animals in the pet's corner. At the zoo the children also raise money for charity as they take part in the 'Toddle Walk'. The children and their parents also enjoy collecting food for harvest time so the children can take this to the local nursing home and chat with the residents. The children also like to walk to the post office and local library where they talk to the staff and collect leaflets and books to take back to the setting. Younger toddlers and babies enjoy walks in the fresh air with their key workers with whom they have close attachments.

All children enjoy their daily outdoor play as they ride their trikes, climb and balance and run around in the fresh air. Children enjoy a good range of healthy meals and snacks including meat, fish, vegetables and fruit. They help themselves to their drinks throughout the day. Children learn about the benefits of a healthy lifestyle through topics and discussions with the staff. The children show a strong level of feeling safe in their environment. They confidently help themselves to the resources and equipment and seek support and comfort from their key workers. The children learn about personal safety as they cross the road with their key

workers while on outings. They also learn about keeping safe as they are included in the fire evacuation procedures of the setting.

Children enjoy their creative play. They use pencils to mark make, paints to create their own pictures and explore the glue and stick resources to make collages. Their art work is displayed for them on their play room walls and in the hallways. This promotes a strong sense of belonging and fosters their sense of self-esteem well. Children are independent and make choices about what they want to do during child-initiated play times. During these times most of the defined areas are well utilised by the children. However, at times the book area in the pre-school room is not always well resources and inviting to encourage the children to sit and read the books. Resources are accessed by the children as they are stored in low open shelving in well labelled boxes. Children's skills for the future are fostered well as they explore technology using the computer to explore various programmes which support their learning about numbers, calculation and following simple voice instructions. Children's problem solving skills are further extended as they explore puzzles and build with construction.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a broad range of resources that depict positive images of diversity including positive images of disabled people. They also enjoy exploring various festivals across the calendar year through art work, stories and food tasting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2

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	2
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: Met

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