

# Flying Start Wittering Children and Family Services

St Michaels Road, Wittering, Peterborough, Cambridgeshire, PE8 6DW

<b>Inspection date</b>	08/10/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Wider partnership working enables children with special educational needs and or disabilities to flourish as parents and professionals act together in their best interests.
- Children's literacy is developing effectively as high priority is given to their developing speech and language.
- Children make good progress in their learning and development. The wide range of activities are differentiated to meet individual learning needs.
- The key person system offers children security and parents a daily point of contact. Practitioners know individual children well and offer frequent praise and warm, sensitive interaction.

### It is not yet outstanding because

- There are missed opportunities to develop children's understanding of how to live a healthy lifestyle in respect of healthy foods and where they come from.
- Mealtimes are not effectively promoted as a social occasion or to help children learn about the food they eat and develop good manners.
- Self-evaluation is not yet rigorous enough and does not involve all staff, parents, children and other stakeholders.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

The inspector observed activities in the nought- to two-year-old's room, the two- to three-year-old's room and the three- to five-year-old's room, as well as children's play in the outdoor areas. This included a joint observation with the manager of an activity involving water and food colourings to show how colours are made in the three to five room.

- The inspector held a meeting with the regional manager and nursery manager of the provision and spoke to children's key persons as appropriate during observations.

- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.

- The inspector also took account of the views of two parents/carers spoken to on the day, as well as information included in the setting's own parent questionnaires and family group meeting minutes.

## Inspector

Deborah Hunt

## Full Report

### Information about the setting

Flying Start Wittering Children and Family Services is an established provision and was taken over by 4Children in April 2012. It operates from a purpose-built single-storey building in Wittering, near Peterborough. Children have access to enclosed outdoor play areas. Access into and out of the premises is at ground level and there are disabled toilet facilities. The nursery is open five days a week from 7.30am until 6pm all year round. Children come from the local area.

The nursery is registered on the Early Years Register. There are currently 113 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities.

There are 22 members of staff. Of these, three staff are working towards a qualification at level 3 and 14 hold qualifications at level 3. Two staff hold qualifications at level 5 and one is progressing to a level 6. The setting provides funded early education for two-, three- and four-year-olds. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- consider ways to ensure that children are developing a good understanding of why it is important to have a healthy diet
- ensure that mealtimes are social occasions where children learn good manners and enjoy the time they spend with adults and other children
- develop the effectiveness and accuracy of self-evaluation and embed more effectively within practice to include contributions from staff, parents, carers and other stakeholders.

### Inspection judgements

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

Practitioners demonstrate a clear understanding of the revised Early Years Foundation Stage (EYFS) and therefore, the quality of teaching and support offered to children in their

learning and development is good. The majority of the nursery team are suitably qualified and most practice demonstrates a secure knowledge of how to promote individualised learning and development for young children. Practitioners have high expectations of children, based upon information they gather from parents and their own appraisals. Careful observation, assessment and planning are carried out. Progress is recorded in each child's learning journey and next steps are transferred from observations to daily plans to ensure that progress is consistent and effective. Documentation in place to support this is comprehensive and practitioners use the 4Children Observation, Assessment and Planning toolkit to good effect. For example, the progress wheel shows children's development in each of the prime and specific areas over time, providing a clear visual record for both parents and practitioners. This enables practitioners to plan and provide interesting and challenging activities for children. For example, children enjoy playing with the play dough and experiencing the difference in texture it has with glitter in it. With the practitioner, they discuss comparative sizes of balls of play dough, learning new vocabulary, such as 'bigger than' and 'smaller than' and counting, while enjoying the easy flow of conversation between themselves and the practitioner. Children lead the discussion and the skilful practitioner helps them relate what they have just learned to being a 'big sister' or a 'little sister'.

Children enjoy singing favourite nursery rhymes which captivates their interest, as they enthusiastically bang on the drums and use shakers in time to the music. The skilled practitioner engages children as she incorporates physical play into the rhymes. Practitioners follow children's lead in their play, as well as offering focussed, adult led activities which offers children a balanced and enjoyable experience. A baby, just about to crawl is encouraged by a practitioner who gets down on the floor with him, coaxing and encouraging him to move towards her in a gentle, soft voice. The baby responds, gaining confidence as he does so and gradually moving to explore his environment further. Older babies have a wonderful time playing on the wooden train as practitioners push them around the imaginary track, promoting early speech as they call out 'all aboard!' and 'choo choo!'. Children enjoy learning how colours are formed as they mix food colouring with water and are fascinated by the patterns forming as the two combine. They take turns and wait patiently, watching carefully as different colours appear and the practitioner aids their developing understanding by repeating colour names, such as 'orange' and 'green'. These activities are well delivered, encompassing all areas of learning, and demonstrate that planning offers flexibility to ensure that individual children's needs are met. As a result, children are curious, motivated learners who receive good quality support and interaction from practitioners.

Throughout the nursery, children benefit from free flow play and stimulating and enjoyable indoor and outdoor learning environments. The nursery is keen to capitalise on children's interest in the outdoor areas and has recently purchased all weather suits to enable children to take advantage of being outside in differing weather conditions. The ultra-violet sun canopies further support this aim. Children enjoy taking their play and learning outside and throughout the day spend as much time outdoors as in. They persevere as they load 'mud' into diggers with scoops, relish water play and show delight as they ride in wooden trucks and on bikes. Practitioners understand how to support their outdoor play, allowing them the freedom to explore and take risks and offering support when needed. For example, a baby snuggled into a practitioner as he watched other

babies on the train outside, and was then encouraged to play with a ball when he became restless. A child who loves to climb is encouraged to do so by his key person who is always close by to ensure his safety.

Children with special educational needs and/or disabilities are supported very effectively and are nurtured with care and dedication, enabling them to make good progress in their time at the nursery. Practitioners liaise closely with parents and other professionals involved in children's care to ensure that they receive the correct levels of intervention and encouragement. Parents particularly comment on the improvement in their child's learning and development and the progress they make, and the lengths practitioners go to providing support and advice. Children are effectively supported to develop communication and language skills at this nursery. The setting's involvement in the 'Every Child A Talker' programme has had a significant impact on children's love of books and their language and communication skills. Children in the three- to five-year-old's room chose a well-known book and have been exploring different ways to represent the main character by painting the monster, making masks and joining in with familiar refrains in the story as it is read. They enjoy choosing a book each day to take home to read from the library areas in each base room. Conversation flows easily between the children themselves and practitioners and good use is made of informal opportunities to explore language throughout the day. Physical skills are promoted successfully through the focus on active play and learning and personal, social and emotional development is given high priority.

Parents are very much involved as partners in children's learning and development. Starting points are gained on entry and begin the dialogue between the parent and key person who is identified at the time of the two introductory visits children make to the nursery prior to starting. Parents are also invited to look at children's learning journeys and make contributions with regard to home learning and experiences. Recently, parents have been invited to take their child's learning journey home to study it and the nursery were pleased with the positive response this engendered. Children also enjoy looking at their learning journeys with practitioners, particularly the photographs of themselves. As many of the children attending the nursery have parents serving in the Armed Forces, transitions are given a high level of importance. Permission is sought to share children's information and, most of the time, children's learning journeys go with them when they leave. Stringent efforts are also made to gain information from previous settings for new arrivals at the nursery. The nursery also uses 'To and Fro' books to encourage a dialogue between the setting and the child's home. A Family Forum group has been set up to enable discussion of any issues.

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

An effective key person exists at this nursery. Children benefit from the warm and nurturing relationships they enjoy with their key person. For example, a child on her first day at nursery seeks out her key person for reassurance and after a busy day comes to her for a cuddle where she falls asleep. Practitioners know their key children well and confidently speak about children's development and their next steps, sharing this with

parents to ensure there is consistency between the setting and home learning environments.

Practitioners are very good role models. Positive reinforcement and language is used throughout the nursery and children are rewarded, for example, by being asked to become the 'special helper' for the day or by helping to lay the table for lunch. Behaviour expected of the children is modelled by practitioners and frequent verbal praise promotes children's self-esteem and confidence. Throughout the nursery, relationships are good both between adults and children. This promotes a relaxed, safe and happy environment which enables children to feel cherished and secure. They are learning to show respect for one another, observe spacial boundaries and are beginning to understand risk through activities and routines on offer throughout the day. For example, one child helps another who needs an exit route out of a tight spot for her buggy by moving the chairs to create a clear path. Sensitive management of children with known behavioural issues ensures they receive excellent levels of support, through strategies which help develop their self-awareness and enable them to participate and succeed. Children's overall calm and happy demeanours show they feel safe and secure. They routinely seek out their key person if they need support and the interactions are sensitive and targeted to help children develop confidence and independence.

Children are offered healthy meals and snacks which are freshly prepared on site each day by the nursery cook. Fresh fruit and drinking water is freely available to them and children are offered alternatives if they do not like or cannot eat the food offered. However, mealtimes are variable in quality throughout the nursery and there are some missed opportunities to help children learn that these are social occasions or to promote their understanding of the part healthy food plays in a good diet. The importance an active lifestyle plays in being healthy is promoted effectively, although, children's understanding of how having a healthy diet contributes to this, is less effectively managed. Children are encouraged to begin to develop self-help routines from a very young age and in the nought- to two-year-old's room some children were learning to put on their own clothes and shoes. Children demonstrated competence in managing their own personal care routines relative to their ages. Younger children's care routines are good; their nappies are changed regularly and they have unique bedding which is changed whenever necessary. Children at this nursery benefit from the stimulating, well-resourced and welcoming environment and are well prepared for the next stages in their learning because transitional arrangements support moves within the setting and to other settings and school.

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

Since the nursery was taken over, a great deal of work has gone into improving the provision for children's learning and development. There is now a good overview of the curriculum through regular review and monitoring of the educational programmes. The staff team have all received training from 4Children's EYFS specialist and therefore have a secure understanding of the revised arrangements and how children learn. This ensures

that children are being offered a broad range of challenging and interesting activities that help them make good progress towards the early learning goals.

Planning and assessment is monitored regularly to ensure there is a consistent and high quality approach. Checks ensure that records provide an accurate picture of progress children have made against their starting points showing their skills and abilities and any areas for development. Where children need additional support or input, individualised plans are formed to ensure that appropriate support is arranged. Safeguarding is given extremely high priority within the organisation and nursery. Staff throughout are clear about the procedures they need to follow should they have any concerns about a child in their care. Careful recruitment procedures following the 'safer recruitment' process help ensure that staff working with the children are suitable to do so. A thorough system of risk assessment is in place which provides children and staff with a safe and secure environment within which to work. Outings and the outside areas are also carefully assessed.

Self-evaluation has been used to effectively improve the offer for children's learning and development. However, it does not yet take into account the views of all staff, parents, children and other stakeholders. There is a clear vision for the future and the improvement plan demonstrates a commitment to further enhancements to the nursery which will benefit children's learning and development. Completed actions have been challenging and staff have not found the transition easy at times. However, the team demonstrate a strong commitment to succeed and present as a cohesive and positive unit.

There is now a clear system of accountability and performance management. Staff are provided with support and professional development opportunities and those spoken to welcome the appointment of the permanent manager. Partnerships with parents are good and those spoken to speak highly of the support and experience they and their child receives. Effective relationships exist with other professionals involved in children's care and children flourish under these arrangements.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY445724
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	790645
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	113
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01780 783150

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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 that are usually their 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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