

# Start Point Sholing

Wood Close, Sholing, Southampton, Hampshire, SO19 0SG

<b>Inspection date</b>	03/06/2013
Previous inspection date	21/09/2010

<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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- A well-established key person system helps children to form secure attachments, which promotes their well-being very effectively.
- All children make strides in their developmental progress given their starting points due to the excellent and tailored support provided by highly skilled staff.
- Children play and explore in the extremely stimulating, well-planned learning environment both indoors and outside.
- The highly effective partnerships with parents, external agencies and other providers, ensures children's individual needs are met quickly and they are extremely well prepared for the next stages in their learning.
- All people involved in the running of the nursery are committed to continually evaluating the nursery and bringing about continuous improvements for children.

## 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 activities in all rooms and outdoor areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures, self-evaluation and action plans.

## Inspector

Jacqueline Munden

## Full Report

### Information about the setting

Start Point Sholing opened in 2000. The nursery is run by a management team led by the team manager and nursery managers for Southampton City Council and is funded by the local authority. There are two types of registered childcare within the nursery; full day care and sessional care. The nursery welcomes children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery operates from a single storey building in the Sholing area of Southampton. It serves both the local and wider areas. Children access an extensive, enclosed outdoor area for outside play. The Community Play Link toy library is based within the building. The nursery is a training facility for early years workers, and the setting operates crche facilities which run alongside the centre's training provision when they are needed.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 120 children on roll, all of whom are in the early years age group. Six places are allocated for children with special educational needs and/or disabilities. This nursery is in receipt of funding for early education for two, three and four year olds. The sessional provision operates each week day from 9am to 12 noon or from 9am to 3pm and from 12.30pm to 3.30pm, term time only. The day nursery operates from 8am to 6pm Monday to Thursday and from 8am to 4pm on Friday, for 49 weeks of the year. Children attend a variety of sessions. There are 24 members of staff working directly with children. Of these, 22 already hold, and two are working towards, a relevant early years qualification. The nursery also employs a cook and administrative staff.

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

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

- enhance further the opportunities for children to learn positive attitudes about gender, and challenge negative attitudes and stereotypes in their role play.

### Inspection judgements

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

Children are excited to see staff and their friends as they arrive. They quickly immerse themselves in their play. Staff have expert knowledge of how children learn. They enthuse about the high levels of progress children make. Staff support children fully in their chosen activities extremely well. They are mindful of promoting children's communication and

language skills at all times. Staff give a running commentary as babies explore the sounds and textures of rice. 'You are using a metal spoon'. Sprinkling the rice from a spoon and lowering their voice as they say 'listen, can you hear it?' focuses the babies' attention and encourages them to listen. As a result, babies are developing lots of confidence to make sounds, and develop their early speaking skills very well.

Staff make an extensive range of rich and varied activities and resources available at all times. Children are confident in exploring these, which means they take the lead in their learning and enjoyment. Staff skilfully step in to promote children's learning further when needed. Children experiment with pouring water into the top of the guttering pipes, following it as it flows along and drips down to the lower pipe. They remember being shown by staff how to use a short length of hose to siphon water from the pipe and transfer it to the water tray. This gathers great interest from others who do not know how to do this. Staff encourage the children that can siphon to show how it is done. Children proudly demonstrate and describe in detail how to suck the water in, hold the end of the tube up so the water does not come out and then to blow the water out. This shows that children have thought through their actions and fully understand that they are controlling the water. As a result, children have solved a complicated problem. Children are confident speakers and can convey information to others. Children beam with delight as they experiment with how high and far they can make the water spurt out depending on how hard they blow. This demonstrates that staff are able to stand back and allow children's limitless exploration, so that they reach their full potential.

A number of children with special educational needs and/or disabilities attend the nursery each day. They are supported on a one to one basis extremely well by trained and experienced staff who use highly effective strategies to engage children. Individual play plans are made for each child with special educational needs and/or disabilities, closely working with any other professionals involved in their care. Staff who shadow children encourage their independence and take their lead, by helping them get the spread from the fridge and spreading it on their bread. Children taping bricks together are encouraged to do it again as the staff member taps out a pattern of sounds, noting if the children respond and copy it. Staff continually evaluate each session's activities and each child's specific learning aims in relation to their needs. As a result, all children make exceptional progress in all areas of their learning and development in relation to their starting points.

Staff make accurate assessments of children's learning. They look at children's starting points when they enter the setting. They make observations of each child and use this information to build up a picture of each child's abilities and identify any areas for development. The ongoing assessments feed into the progress check for two year olds. Parents receive regular updates about their child's progress in all areas of learning. Parents are fully engaged in their child's learning; this promotes excellent shared learning and children's progress is rapid as a result.

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

The highly effective key person system and the skilled staff play a very significant role in ensuring children are very happy and settled. Staff make home visits to meet children and their families before they start at the nursery. This helps staff and the children to develop strong bonds quickly. Parents say they feel the home visits help their children to 'feel reassured when they come to nursery'. The key person gathers an in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. As a result, all children's individual needs are met exceptionally well. Staff use highly successful strategies to help children feel secure. They show children who do not communicate verbally picture cards of the activities and routines in the nursery. Children point to a picture and show what they want. Staff use Makaton signs as a visual means of communication with all children. They learn and use key words in children's home languages to help children learning English as an additional language feel valued. Staff recognise the benefits of siblings meeting throughout the day as they wish, which helps to reassure children.

The nursery provides a superb, highly inspiring environment where children can play and learn both indoors and outside. The rich and varied play areas, with well-chosen high quality play resources, effectively support all areas of children's learning and development. However, there is scope to build on the range of resources available to allow children to explore gender roles in a positive way in their imaginary role play in order to help support their understanding. The carefully planned environment ensures children using walking aids can take part in all the activities. Staff are extremely good role models helping children to respect and consider people's differences. Children behave well because staff skilfully guide children towards using effective skills in negotiation and cooperation through play. Children build friendships as they ferry each other around on the twin-seated bikes. Staff gently remind children to 'use your words' when they want something rather than taking it from someone else.

Exceptionally good attention to hygiene practices and healthy lifestyles is evident at all times. Children enjoy nutritious, healthy snacks and meals cooked by the nursery chef. Parents providing lunchboxes for their children are encouraged towards healthy guidelines. Staff make excellent use of the varied and interesting secure outdoor areas to promote children's good health and physical development. Children are very aware of keeping safe as they carefully steer the wheeled toys around each other, being careful not to 'crash'. Staff prepare children extremely well for their future learning as they move within the nursery and to school. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff forge superb links with schools and other settings.

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

The excellent leadership and management of the setting plays a key role in ensuring that staff practice is of the highest quality. This ensures the best possible outcomes for children. The management team has a secure understanding of their responsibilities in

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The highly effective management structure and the meticulous implementation of policies and procedures ensures the safe and smooth running of the nursery. The robust recruitment and induction system makes certain that all people working with the children are suitable. All staff are trained in child protection and have an excellent understanding of safeguarding procedures and how to protect children. The premises are extremely safe and secure as thorough risk assessments and training alert all staff to potential hazards.

The management team has an exceptional understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They are committed to providing a fully inclusive provision. Ongoing staff appraisals ensure each practitioner continues to increase their professional development to enhance their excellent practice. As a nursery, they train and implement new local initiatives. For example, the introduction of the 'Healthy Early Years Award' coincides with 'Healthy Eating Week'. Parents receive good quality information about healthy and nutritious foods they can provide in their child's lunchbox. The manager implements rigorous systems for self-evaluation, which include all those involved in the nursery. She seeks the opinions of staff, parents and children, and uses them to pursue excellence in the nursery. The manager welcomes support from the local authority to develop the nursery further. The action plan shows her clear vision for the future and that she has taken swift action to make improvements. The manager effectively monitors and evaluates children's progress and the curriculum provided.

Partnerships with parents are highly successful. Staff are very welcoming and friendly when parents arrive with their children, and have a useful update to discuss children's changing needs. Parents report that their children are making strides in their developmental progress since starting at the nursery and eagerly 'jump all the way down the road to get here'. They state 'children are learning the routines for when they go school like sitting on the carpet and listening and sitting at the table to eat'. Parents greatly appreciate the high levels of support staff provide to help them reach the specialised help they and their children sometimes need. The nursery successfully contributes to the 'team around the child', including parents, other professionals and agencies involved in children's care and learning. They work exceptionally well together to deliver a consistent approach. This has a very strong effect on the excellent promotion of each child's welfare and learning, including those with special educational needs and/or disabilities.

### 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	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 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 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>	161033
<b>Local authority</b>	Southampton
<b>Inspection number</b>	826091
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Southampton City Council
<b>Date of previous inspection</b>	21/09/2010
<b>Telephone number</b>	023 8036 3309

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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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