

Twinkle Stars Day Nursery

Inspection report for early years provision

Unique reference number EY379607
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Inspector Jasvinder Kaur

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Twinkle Stars Day Nursery was re-registered in 2008 due to a change in the organisation. It operates from premises in Underhill, Wolverhampton, West Midlands. The premises are easily accessible for children with mobility issues as most areas, including toilets, are located on the ground floor. There is a fully enclosed play area available for outdoor play.

A maximum of 40 children may attend the nursery at any one time. There are currently 23 children attending who are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 07.30 to 18.30 for 50 weeks of the year. The nursery currently supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs eight members of staff. Of these, two hold appropriate early years qualifications and above, three are working towards a Level 3 qualification and three are working towards Level 2 qualification.

Overall effectiveness of the early years provision

Twinkle Stars nursery's provision is effective for children in most aspects of the Early Years Foundation Stage. The commitment to inclusion, continuous improvement and the schedule of training for staff are the key strengths. Consequently, most needs of children are routinely met through recognising the uniqueness of each child. The staff support every child so that no group or individual is disadvantaged. Policies and procedures are effective and inclusive for those children who attend, taking account of their culture and background. Children benefit from the setting's positive partnership with parents and carers. However, accident records and the policies and procedures are not successfully shared with them.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to further develop their independence through organising appropriate resources in the six areas of learning, planning of activities and free access to resources on a daily basis.
- ensure that children have sufficient opportunities to engage in energetic play
- inform parents of any accidents or injuries sustained by children and ensure that confidentiality is maintained in respect of the records
- ensure that policies and procedures relating to the provision are easily accessible to parents.

The leadership and management of the early years provision

The provider is committed to increasing staff's knowledge and skills. All staff have recently undertaken first aid training, and some attended a workshop on the Early Years Foundation Stage and are currently working towards appropriate qualifications in childcare. There is a good security system in place for the premises. A thorough risk assessment and daily safety checks are carried out in all areas to eliminate risks. The manager and most staff are able to identify targets for further improvements in children's care, learning and development. Recent examples are updating the policies and procedures and reorganising the use of playrooms to meet children's specific needs. Staff are currently developing the planning of activities to meet the requirements of the EYFS framework. A wide selection of resources is available depicting positive images of diversity to help children to understand and respect the values and feelings of others. Staff are aware of the code of practice in respect of special needs. Close links with the district Special Educational Needs Co-ordinator (SENCO) and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well promoted to help all children achieve and release their potential.

Children's welfare, care and safety are promoted. All required policies and procedures, including the complaint procedure and children's records, are suitably maintained and readily available for inspection. However, confidentiality of accident records is not always maintained. The staff are well aware of health and safety regulations through clear policies and procedures. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. Police checks are being sought for new members of staff, and neither they nor students are left alone with children. All staff have a clear understanding of safeguarding children, so that the children are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All staff including the manager demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice. Staff establish positive and professional relationship with parents and carers and recognise their contribution as partners in their children's care and well-being. A suggestions box is provided for the use of parents.

The quality and standards of the early years provision

Children are comfortable and confident in familiar surroundings where staff are responsive to their needs. New children are reassured by staff during settling-in periods. An effective key person system ensures children are cared for by a consistent use of staff whenever possible. Children show appropriate levels of concentration and are interested in available resources. However, the planning is not yet sufficiently linked to the early learning goals. The resources are not always appropriate and the playrooms are not sufficiently organised to ensure the children have free access to them. For example, toys and equipment are either out of reach of children or are kept on shelves which the children do not feel free to help

themselves to. This means children are not always challenged to extend their learning independently towards the early learning goals. The staff are developing their observation and recording methods appropriately to ensure that each child's needs are being met. Children are well supported by staff during activities. Staff join in with their play and enjoy being involved. As a result children are enthusiastic and eager to express their skills in group games and singing.

Children develop their communication skills through routines such as singing nursery rhymes and listening to stories. They show interest in the available activities and relate well to most staff. Babies receive positive interaction from staff, who spend time talking to, holding and playing with them. Toddlers confidently choose their favourite nursery rhymes and join in with delight, copying staff's physical gestures while singing 'Wind the bobbin up'. Number games and rhymes help children to develop their mathematical skills, as they count objects and toys in the correct order. Some opportunities are provided to develop simple calculation skills through number games. Children investigate objects and materials and find out how things work by, for instance, floating items in water. They use their imagination and skills to make clay pots and collages for different purposes. Children learn about their environment, as they visit their local parks and farms. Summer and autumn walks are also arranged to see how trees and leaves change colour throughout the different seasons. Children enjoy a social and relaxed atmosphere at meal times. They are provided with freshly cooked lunch. Although children develop some physical skills through indoor activities including dance and movement, outdoor play is not provided on a daily basis. Nevertheless, a wide range of play equipment and a safe and secure outdoor play area is available.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instruction from staff. Staff praise and reinforce good behaviour appropriately, and children's efforts are acknowledged through displays of their art work. Children are encouraged to say 'please' and 'thank you', and they put toys away at tidy up time enthusiastically. They learn how to keep themselves safe through daily routines and simple rules of which they are reminded during play.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.