

The Star Day Nursery

Inspection report for early years provision

Unique reference number EY398099
Inspection date 27/01/2011
Inspector Lindsey Pollock

Setting address The Star Childrens Centre, Bath Lane, STOCKTON-ON-TEES, Cleveland, TS18 2DS
Telephone number 01642527246
Email
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

The Star Day Nursery registered in July 2010 and is owned by 4 Children (Trading) Ltd. It operates from four rooms and has an outdoor play area for children's use. It is situated adjacent to the The Star Children's Centre in Stockton-upon-Tees. The nursery is open Monday to Friday from 7.30am until 6.00pm for 51 weeks of the year.

It is registered by Ofsted on the Early Years Register, and the compulsory part of the Childcare Register for a maximum of 61 children at any one time with no more than 20 children aged less than two years. There are currently 26 children aged from five months to four years on roll, some in part-time places. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs seven staff who all hold an early years qualification. The provision is registered to accept government funding for three- and four-year-olds. It receives support from the Stockton Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage. They provide a wide range stimulating range of play activities and experiences which help children to make good progress in their learning and development. Staff are warm and caring and very much value children as individuals. Effective partnerships are developed with parents and others involved in children's care. The nursery demonstrates a strong capacity for continuous improvement and is aware of key areas for further development.

What steps need to be taken to improve provision further?

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

- develop summative assessments for children so their progress can be continually tracked and this information used to inform planning
- where possible link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

The provision is well organised and effectively meets the learning and welfare needs of the children. Comprehensive written policies, procedures and documentation underpin the safe and efficient management of the setting and to help meet the needs of the children. All staff complete safeguarding training to ensure they have a good and up-to-date understanding of child protection issues.

They are confident of their role in instigating procedures if necessary. Security in the provision is good. Effective steps are taken both indoor and outdoors to ensure risks to children are minimised. Additional risk assessments are also undertaken for each type of outing to ensure children's safety when they are out of the building. Robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A list is kept of details of clearance checks for all staff. Induction, probationary periods and appraisal sessions mean that staff are well monitored and supported whilst working.

The whole staff team demonstrate a strong capacity to continually improve the service they provide. They evaluate practice in order to identify areas for improvement through devising action and development plans. Parents communicate their views about the services offered by the nursery through questionnaires and direct contact. Their responses are considered and changes can occur as a result. For example, parents requested earlier opening hours to meet their working needs. The nursery now opens at an earlier time to accommodate these. Rooms are very well resourced with high quality toys and equipment. They provide a rich learning environment for children with lovely displays of children's work and accessible storage to promote children's independence. Staff are well deployed and are clear about what their roles and responsibilities are. Consequently support for children is good.

Good partnerships with parents enable staff to meet children's individual needs and provide continuity of care for them. Information is sought prior to admission regarding their care and development needs, and parents are invited to stay and play when their child first starts to help them settle quickly. 'To and fro' books are completed by staff detailing children's care and the activities they have enjoyed that day. These are shared with the parents daily. Furthermore, informative noticeboards, leaflets and a detailed brochure keep parents informed of the provision and of the services of the children's centre. Parents speak highly of the nursery including comments such as 'I always feel welcome here, the staff are very friendly and helpful', 'my child loves to come' and 'there are lots of activities and outings for my child'. Effective working relationships with external agencies such as healthcare workers ensure each child gets all the support needed. Children do not yet attend any other Early Years Foundation settings, but the nursery is aware of the requirement to establish links with other providers to ensure progression and continuity of care and education when this is appropriate.

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

All staff have a good knowledge of the Early Years Foundation Stage and of the individual needs and interests of the children in their care. This enables them to plan and provide a good range of interesting and exciting activities. These capture children's interest and support and extend their learning. For example, children were recently excited about having been to the hairdresser. Staff quickly adapted the role play area to become a hairdressing shop capturing children's interest and promoting their imagination. Staff are continually using information from their

observations of children to help with planning for the next steps in their learning. Children have their own learning journals containing photographic evidence relating to the six areas of learning. Assessments are in place, however the summative assessments do not effectively help staff to track children's progress and to monitor any gaps that children may have in some areas of their learning.

Children are very happy at the setting. They are confident, active learners who relate very well to the adults who care for them. They are friendly, speaking to visitors and greeting their friends as they arrive. Self-help skills are developing well, as children are encouraged to make choices about what they want to play with, tidy toys away and as they get older, manage their personal needs. Children's communication, including those children who have English as an additional language, is developing well. Babies express their feelings well. They smile and gurgle at staff, and show real pleasure when the cook brings them their lunch. The well-balanced range of resources and activities provide good opportunities for the children to use numbers. They count throughout all activities, for example, counting the skittles when they play ten pin bowling and enthusiastically singing 'Baa Baa Black Sheep'. They concentrate well as they play with dough, skilfully using tools such as rollers and cutters. Their interest in, and love of, books is encouraged by ensuring a wide range are readily available and by taking children to the library. They are becoming increasingly competent in using technology. They love using their own camera to take photographs and are becoming familiar with computers. The children participate in many activities, and have access to resources which helps them begin to explore and question differences in backgrounds, ethnicity, religion, culture, and the world in which they live. The many outings in the local area including trips to the park, shops and library enables them to learn about the community in which they live.

High standards of cleanliness are maintained throughout the whole nursery including toilets and nappy changing areas. Good provision is made for children's sleep. Each child has their own clean bedding which is changed on a daily basis or more frequently if needed. Practices such as these help to reduce the risk of cross infection. Healthy lifestyles are encouraged through exercise and good detailed nutritious menus. Children's dietary requirements are well respected and discussed in detail with parents. This results in adaptations of menus to meet needs. Children enjoy daily opportunities to benefit from the fresh air although provision for free-flow where possible between indoors and outdoors is not yet facilitated. A wide range of equipment such as bikes, trikes, slides and hula hoops are available to promote children's physical development.

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	3
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