

Startel Day Nursery

1 Holmwood Gardens, Wallington, Surrey, SM6 0HN

Inspection date

Previous inspection date

28/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children are extremely happy and settled and show high levels of enthusiasm and self esteem as they confidently join in activities in small groups and are equally happy to play independently with their chosen resources.
- The key person system works exceptionally well to encourage children to feel welcomed and valued. Key persons work very closely with parents and carers and children benefit from very strong continuity of care.
- Children are developing excellent independence skills in which they manage tasks and self-care skills themselves in preparation for school.
- Management successfully evaluate the quality of the nursery, which provides them with a thorough awareness of their clear strengths and areas for further development; they support the professional development of staff and make clear plans for improving their practice even further.

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 children's play and staff interaction, indoors and outside.
- The inspector talked with available staff, parents and held discussions with the manager and owner.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.
- The inspector looked at arrangements for keeping children safe.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Startel Day Nursery is a privately owned nursery and is one of five of the Jancett group of day nurseries. It registered in 1985 and operates in a residential area of Wallington, in Surrey. Children have access to various play rooms on the ground floor. They have access to a secure outside play area which is divided into sections and is shared with its neighbour nursery. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 69 children on roll. The nursery is open every weekday from 7.30am to 6.15pm, for 51 weeks of the year, apart from Christmas and bank holidays. The nursery receives funding for the provision of free early education for three- and four-year-olds. The nursery offers an after school club and a play scheme service. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of eleven staff work with children and they all hold appropriate or higher early years qualifications.

What the setting needs to do to improve further

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

- enhance the outdoor area further so that there is a more varied range of activities that continue to develop the children's already good understanding of the world

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. They are highly motivated, secure and enthusiastic. This enables them to make rapid progress in their learning and development, including those with special educational needs and/or disabilities. The environment is superbly organised and resourced. This enables every child to follow their own interests and to achieve their full potential. They settle to tasks quickly and with no prompting and immerse themselves drawing, writing, pouring or building. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved. For example, children concentrate deeply while they make marks. They draw intricate patterns that represent a number of things that are important to them. They experiment with writing, making clear efforts to write their names legibly.

Staff have very good knowledge of how children learn, which means that they use

effective questioning and intervention during children's play, encouraging them to discuss and think about their learning. The educational programme is underpinned by staff's excellent use of specialist assessment and monitoring tools, and teaching strategies. The team deliver the 'Every Child A Talker' (ECAT) programme. They use recommended strategies highly effectively to support children's communication and language skills. There are rich opportunities for children to learn to recognise words through the use of clear labelling and photographs throughout the nursery. Older children write their names on all of their work and recognise their names on their peg and on their work. This means that they are fully aware that written text has meaning and that their name represents something that belongs to them. Children who are learning English as an additional language receive very good support. Staff use children's home languages during play and many displays are labelled in different languages. Staff create excellent resources to support non-verbal communication, for example children are able to make independent choices by pointing to the visual timetable and by using picture cards and booklets.

Provision for sensory play is a key strength of the educational programme for children aged under two. A well-stocked treasure basket of everyday objects and materials, which all look and feel different, keeps them enthralled for ages. The nursery also makes very good use of visiting the sensory room based in their neighbouring nursery. Staff consistently use examples of mathematical language during activities so that children learn about space and measure. They help them to count objects and recognise numbers. The effective use of computers and an exciting range of programmable and push-button toys mean that children are developing very good technological skills. Children are thoroughly immersed in the effect that music has on their bodies as they enjoy moving around and dancing along to music. Their learning is considerably enhanced by many outdoor activities, For example, using leaves and other items collected on walks to make imaginative collages. However the use of natural materials in their play in the garden has yet to be further developed. All ages go on outings to the parks within the local area frequently throughout the day and in all weathers.

An excellent balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning. They enjoy reviewing their achievements as they browse through their 'learning journey' records. They are regularly involved in contributing to setting their own goals for their future learning. Staff identify ways to match planned activities to each child's interests and next steps. This ensures all children are consistently challenged to progress further in their learning. Staff write detailed progress checks for children aged two years which highlights how children are progressing towards developmental milestones. These are shared with the parents and health visitors, promoting excellent consistency of care.

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

All staff welcome children warmly, as well as making sure that their families are fully welcomed into the nursery. The excellent key person system means that a strong bond is formed with children and their families and provides a familiar point of contact for both children and parents to facilitate the sharing of information, ensuring that all needs are

met. Secure bonds are seen throughout the nursery due to the excellent interactions between adults and children. Parents are given excellent information and guidance on childcare and child development issues, such as behaviour management, weaning issues and dietary needs. Parents trust staff implicitly and the impact of this is that concerns are promptly shared and acted upon to secure necessary support. Assessment of children's starting points on entry is highly effective due to the close working relationships that exist between the staff and parents. Parents are encouraged to share detailed information about children's likes, dislikes, stages of development and family background in a comprehensive 'All about me' document. All key persons share pertinent development information with parents and there are clear logs of discussions about things that children have done in the setting and at home. As a result, parents feel fully enabled to approach their child's key person or a member of the management team.

Children are happy, calm and settled as the staff are very caring and give high priority to all children's needs and opinions. Staff members have arranged the play areas to enable all children to be highly independent. Clear daily structure and well established routines enable children to be fully aware of what to expect. Balanced and nutritious meals and snacks are provided by the chef at the nursery. Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning. Children learn about making healthy choices in their food through discussions at mealtimes and the activities provided. They wash their hands at appropriate times and there are very good hygiene practices throughout the nursery. Children enjoy a wealth of activities in their garden, including use of physical play equipment and games. They also benefit from weekly sports training sessions and 'sing and dance' sessions. Children's understanding of staying safe is exemplary as they are actively involved in risk assessments and safety checks indoors and when on outings.

Staff are excellent role models. They use consistent strategies and age and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage good manners and help children to take care of their environment and resources by tidying up together when they have finished playing. Children all show exceptional patience and thoroughly respect the efforts and achievements of their peers. All children show very high levels of self esteem because staff have taught them to respect everyone in the nursery. Children are very well prepared for moves to other rooms within the nursery and there are close links with local primary schools. Staff form very successful links with other practitioners who are also involved in children's care and learning. This ensures consistency of care, and supports children very well as they move between the settings.

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

All members of the management team have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They are experienced in dealing with

safeguarding issues and concerns and ensure that all staff understand and follow correct child protection reporting procedures. The setting establishes and maintains excellent partnerships with all external health and safeguarding agencies and other early years setting's involved with children to ensure a consistent approach to supporting children's individual learning and welfare needs. Staff undertake regular risk assessments for all areas used by the children and this creates an extremely safe environment for them to play. Staff to child ratios are high and adults are deployed highly effectively to support the individual needs of the children. Staff are exceptionally vigilant during arrival and departure times, and this further protects children and keeps them safe. All visitors to the premises have their identification checked and they sign the record book. Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Detailed procedures for vetting and assessing the suitability of practitioners are implemented. Excellent induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively.

All staff have a very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Their extremely close monitoring of children's progress helps them successfully identify any gaps or differences in learning, such as where children learn better in an outdoor environment. This enables staff to adapt activities and plan according to individual learning styles as well as children's needs. They gather information from parents and colleagues. Children's opinions are also valued and their comments on activities recorded. As a result, accurate records are developed and meaningful experiences planned to meet each child's needs. These exemplary practices ensure that the Early Years Foundation Stage is delivered in an innovative, varied and imaginative way by highly motivated staff.

The management team consists of a day-to-day manager who is supported by the operations manager and the directors. They regularly observe teaching practice and use their evaluations to identify individual and whole team training needs. Successful mentoring and peer observations are an additional tool used for driving improvement. Staff are highly skilled and continue to develop as they are encouraged to gain further qualifications and extend their knowledge, improving outcomes for children. They work extremely well together as a team to evaluate the provision and make improvements where necessary. In-house training is also used to enhance practice. The staff team have an accurate view of their nursery. They are able to identify their key strengths and recognise how further development will enhance their already high quality service.

Partnerships with parents are exemplary. Parents are fully involved with all aspects of their child's learning and care. Their views are sought through discussions and involvement in children's records of learning and questionnaires. Parents benefit from an extensive array of information displayed on the parent's notice board and regular updates in newsletters. Parents express their appreciation of the welcoming, professional approach of the setting and value the service they provide very highly. The manager has successfully established highly effective partnerships with local authority advisors and other professionals involved in children's care. She communicates effectively with other carers involved with children to make sure that staff assess children's progress accurately. As a result children's needs are fully met at all times. Children benefit greatly from this close attention to their needs and

staff are able to implement highly targeted plans for their development.

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

Unique reference number	139967
Local authority	Sutton
Inspection number	922297
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	69
Name of provider	Jancett Day Nurseries Group Partnership
Date of previous inspection	not applicable
Telephone number	02086 694898

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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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