

# Billy's Young Stars Nursery

Butlins Skyline Ltd, Warren Road, Minehead, Somerset, TA24 5SH

<b>Inspection date</b>	11/12/2013
Previous inspection date	29/09/2009

<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

- The good key person system effectively supports children's well-being when they settle in and move rooms, so they are confident and happy.
- Staff provide good interaction and questioning, so children learn through trial and error, predicting and solving-problems.
- The strong partnerships with parents, other providers and outside agencies, ensures staff meet children's individual needs and effectively support learning.
- Staff provide good support for children learning English as an additional language and their parents, providing a fully inclusive provision.

### It is not yet outstanding because

- Staff do not always provide extensive resources during planned activities, so that children can develop their own ideas fully.
- Staff sometimes miss teaching opportunities for children's literacy development.

## 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 both indoor rooms, on a walk and at one of the resort's playgrounds.
- The inspector carried out a joint observation with a team leader and held a meeting with them, in the absence of the manager.
- The inspector spoke to staff and parents present on the day of the inspection.
- The inspector checked safeguarding information and sampled documentation, including policies and procedures, minutes of meetings and children's development records and planning.
- The inspector took account of the nursery self-evaluation form and their own parents' survey.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

Billy's Young Stars Nursery registered in 1995. It is run by Butlins Skyline Ltd and is based at Butlins Somerwest World in Minehead, Somerset. The nursery is a facility for the children of Butlins' staff, which also includes an after school club and a holiday playscheme. The nursery children use two large rooms in a single story building. In addition, there is a sleep room, sensory room, kitchen, bathroom and office. The holiday playscheme is situated in a separate building with its own facilities. Children share the use of a small enclosed garden. They also have use of some of the resort facilities.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 72 children on roll in the early years age range. The nursery is open Monday and Friday from 9am to 7pm, and Tuesday, Wednesday, Thursday and Saturday from 9am to 5pm, all year except for Christmas Day, Boxing Day and New Year's Day. The nursery supports children learning English as an additional language. There are 10 staff working with children, of whom one holds a childcare qualification at level 5, seven hold a qualification at level 3 and one has a childcare qualification at level 2. One member of staff is working towards a childcare qualification at level 2 and one is working towards a level 3 qualification.

The resort also provides a crche for the children of holidaymakers staying onsite. The crche facility provides sessions from 10am to 12 noon, 2pm to 4pm, and 7.30pm to 11pm; days vary according to demand but sessions do not currently run on a Friday or Monday. There are separate areas within the building for each type of provision, and each has its own entrance and toilet facilities.

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

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

- increase the resources in planned activities so that children can extend their own ideas and their creativity further
  
- increase staff awareness of using all experiences fully to promote children's literacy development by linking letters and sounds, and supporting children in writing their own name.

### Inspection judgements

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

Staff seek good information on children's starting points and make good observations, which enables them to plan effectively for each child's individual development. Parents are encouraged to include their comments and observations on the children's development at home. Staff now plan activities for their key children in small groups, as well as whole group activities, such as singing and stories. Staff motivate children to learn by planning from the children's interests. Consequently, all children make good progress in all areas of their development, which prepares them well for their next stage of learning and school.

Children make good progress in their prime areas of learning. Staff respond well to babies babbling, pointing or turning to sounds. They ask children what they can see or hear, make eye contact with them and provide the words, so they gradually link words to its meaning. All children confidently explore their surroundings as babies crawl to lights and sounds, and staff follow their lead. For example, when a member of staff notices a child's excitement, they sit the child on a ride on toy and show them how to make the lights flash. When children hear the music they bounce up and down, and squeal, showing they are enjoying their learning. Staff encourage babies to pull themselves up onto their feet and move around the furniture; promoting their physical development. Staff use good questioning to encourage older children to think about their learning and solve problems, such as 'Will that fit?', 'What goes next?' and 'Is that right?' Overall, staff provide just the right amount of support for children to become independent, active learners and confident communicators.

Children enjoy stories. They look at them independently and take them to staff to read to them. Staff ask good open-ended questions, such as 'What do you think he will do?' Therefore, children make predictions and recall previous knowledge. Later, children enhance their learning by copying staff, asking each other questions and waiting for a response. Staff talk to children about their wishes for Christmas and write letters to Santa for them. Children get to see how staff form the letters and that writing can have a purpose. However, staff do not encourage children to write their own name or links sounds to letters, to fully promote their literacy development.

Children demonstrate good imagination in their role-play. For example, children pretend to cook the play food, saying they are adding spices and using a pepper grinder. A toddler watches and then copies, learning from them. Older children join in with each other's ideas and set up a stall to sell their food. Staff engage in their games, naming foods, answering the phone and extending their learning. However, staff occasionally over prepare planned creative activities and do not encourage children to use additional resources in order to develop their own ideas. For example, children make crowns with pre-cut card and coloured squares, with a choice of coloured glitter. This does not extend children's skills or creativity fully. Staff promote children's mathematical development well. They ask how many pieces of fence children need to make a pen for the toy farm animals. Staff encourage children to work out how many bricks they need to stack them higher than themselves. They pose problems, such as how a child can reach the top brick, so that children think of solutions. Through good support children learn through trial and error, so all children develop good skills for their future learning.

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

Children settle quickly because of the good key person system. Staff welcome children and their parents on arrival and exchange good information. Most children are happy to part from their parent or carer and staff comfort those who get upset so that they soon go off happily to play. When children transfer from one room to the other, they visit with their key person to aid their settling in. Prior to this, staff have a meeting to discuss who will be the best person to become a child's new key person and then inform the parents. Staff invite other providers to the nursery to build bonds with children before they start caring for them. These procedures provide good support so that children feel secure before they move on. Parents comment positively on the sensitive way staff help their children to settle when they first start at the nursery and this is why they are now eager to come. Parents state that they find the staff friendly and approachable. Staff work closely with parents to support children who are learning English as an additional language and to meet babies' care routines. For example, they have introduced photographs of the routines and all staff use a form of sign language, using visual aids.

Children gain a good sense of belonging as they find their drawer and those of other children, to store their personal items. They enjoy being the helper for the day and wear their special badge with pride. Overall, children behave well. Staff have clear expectations and use impromptu situations to remind children of what they are. For example, when children find a ripped page in a book, staff talk about 'kind hands' and ask children how it makes them feel, explaining it makes them sad. Staff then use pictures of expressions to aid children in understanding about emotions.

Children's learning is enhanced by visits into the resort, such as seeing visiting exotic animals or using the many facilities. They visit the library or go to buy the ingredients for their cooking activities, for example. Overall, they have good access to resources, which staff store at low level to enable children to make independent choices. The six-seated buggy enables staff to take babies and toddlers out for walks around the resort or transport them to other facilities. Staff sit young children in low chairs with a central bar and table, to prevent them slipping while feeding themselves. Staff provide good resources and plan exciting activities, for children to learn about people's differences and value each other's cultures.

Staff support children well in developing a good awareness of how to keep themselves safe and healthy. Children help themselves to drinking water. Staff wear aprons and gloves to serve food and use snack time to discuss healthy eating. Children wash their hands before eating and use individual flannels to clean their face and hands when finished. This also helps to prevent toys and equipment getting sticky and unhygienic. Children learn about appropriate clothes to wear according to the weather and staff use blankets to keep babies warm on walks in the winter. All children benefit from daily outdoor activities. Children sleep and have their nappy changed according to their individual needs. Staff organise visits from the police and use a zebra crossing to promote children's awareness of safe practices through real experiences. They regularly practise the emergency evacuation procedures and staff are clear about their responsibilities to

keep children safe and promote children's well-being.

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

The management team have a good understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. The inspection found that the staff are fully aware of their responsibilities regarding protecting children, including the use of social network sites. The manager regularly checks the sites and holds meetings with all staff to reinforce the safeguarding and confidentiality policies. The management deploy staff well so that children have constant supervision. For example, staff stand at each set of steps at the 'ship' climbing frame, to help children use them safely. Staff make good daily checks of the premises and have effective risk assessments to help keep children safe. All staff have child protection training and as a result have a good understanding of safeguarding procedures. Effective recruitment and checks on staff suitability help to ensure only suitable staff care for children. The staff and manager use a good tracking process to identify gaps in children's learning, tailor planning to their individual needs and seek additional support, where staff identify the need. Staff complete progress checks for two-year-old children, as required. This provides parents with a summary of their child's learning and includes their comments. All documentation is in place and well organised to protect children's welfare, and for the efficient management of the provision.

The management team regularly meet and hold team meetings to evaluate their practice and look at improvements. The managers regularly review the policies and procedures, and check staff knowledge at team meetings. Recently they have reviewed their planning and observations. They have now implemented a good system to identify children's starting points. This enables them to plan for children's development more effectively. Staff receive supervision every three months and have a buddy system so that they learn from more experienced staff. There are good systems to tackle underperformance and ensure personal development. Staff and parents have good opportunities to contribute to the self-evaluation of the nursery. The management has a long-term plan to provide new gardens, which will enable children to free flow from the indoors to the outside environment independently.

The staff have good links with other providers and agencies to share information and ensure a consistent approach to children's care and learning. Staff now have strong links with outside agencies to help ensure inclusion and to meet children's individual needs. Parents receive good information both verbally and in writing. There are two notice boards, one of which is in Polish to support several of the parents. Staff use daily discussions and the communication books to meet parents' wishes. They hold regular parents' evenings to discuss children's development, their next stages of learning and any concerns. These strong links help to promote children's care and learning, and have a good impact on outcomes for children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	142818
<b>Local authority</b>	Somerset
<b>Inspection number</b>	908398
<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>	24
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Butlins Skyline Limited
<b>Date of previous inspection</b>	29/09/2009
<b>Telephone number</b>	01643 700543

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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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