



Stargazers Nursery

Inspection report for early years provision

Unique Reference Number	EY318145
Inspection date	09 May 2006
Inspector	Kathryn Mary Harding
Setting Address	8 Sweetlake Business Village, Longden Road, Shrewsbury, SY3 9EU
Telephone number	01743 248448
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Registered person	Natalie Jane Tudor
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Stargazers Day Nursery opened in 2003 but was taken over by the present owner in 2005. It operates from three rooms in a building on Sweetlake Business Village, Shrewsbury. The setting serves the local area.

A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00, all year round apart from one week between Christmas and New Year and Bank Holidays.

Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

There are currently 51 children from birth to 5 years on roll. Of these 20 receive funding for nursery education.

There are 11 staff working with the children and all staff hold early years qualifications. The nursery receive support from the Early Years Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm clean setting where they learn the importance of good personal hygiene and personal care through the daily routines. The children and staff discuss germs and the importance of not eating food that has been dropped on the floor.

Children begin to understand the benefits of a healthy diet as they discuss what foods are good to eat. They are offered healthy and nutritious snacks and meals which are freshly prepared by a cook on site. Menus are on display and children are offered healthy options such as fresh fruit, vegetables and cheese. They are offered regular drinks such as milk, water and they are able to access their own water throughout the day.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help children develop control of their bodies. They dance to music and practise balancing on different parts of their bodies when indoors. They can access a wide range of equipment such as construction sets, play dough and scissors to help develop their fine control skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents are warmly greeted by staff on arrival. The rooms of the nursery are made more welcoming by children's work, posters and photographs being displayed on the walls. The rooms are checked prior to the children arriving but risk assessments are not yet formalised. In order to help keep children safe these need to be in place.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards and are regularly checked. Resources are organised in open shelf storage units, at child height, so encouraging children's independent access. Children are encouraged to be involved in tidying up and are given a small brush to help sweep up after lunch time.

Children learn how to keep themselves safe as they are reminded not to run around

inside. Staff have most of the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a sound knowledge of child protection procedures in line with The Local Safeguarding Children Board and three staff have attended a workshop on child protection matters.

Helping children achieve well and enjoy what they do

The provision is good.

Babies receive positive interaction from staff who spend time talking, holding and playing with them. Lots of cuddles and eye contact help to promote their well-being. Babies care needs are met as staff liaise with parents to follow home routines. However there is no planning in place so the next steps in the babies development and progress cannot be ensured.

Children take part in a good range of varied activities and play opportunities which they find interesting and enjoyable such as exploring in the shaving foam and sawdust. Staff know the children well and cater for their needs appropriately, adapting the daily routine if necessary and adhering to the parental routines already in place. Children throughout the nursery develop good relationships with staff and each other. They learn to share and take turns from an early age. Children concentrate on activities and show care and concern for others. For example, children pick up jigsaw pieces for others and older children help younger children when they are trying to complete a task. Children enjoy their time in the nursery and staff have fun with the children, giving them a sense of belonging and making them feel valued.

Children have opportunities to make decisions about what they want to play with, so increasing their independence. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Children work well together, when they play imaginatively in the garden centre.

Staff offer a good level of support to children, explaining activities and guiding children before giving assistance. This helps children to develop independence. Staff have a good understanding of child development which enables them to offer good care. However observations and assessments are in the developing stages and do not link into planning the next steps in children's learning.

Nursery Education.

The quality of teaching and learning is good.

Children are interested in what they are doing and staff support them where necessary in their play, making children feel valued. Staff are sensitive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills.

Children access a good range of well chosen resources which support their development across all areas of learning. They behave very well, with staff continually praising and encouraging them, so enhancing their self-esteem. They play

happily together and concentrate for sustained periods of time when playing with the train track and take turns when playing with the computer. At child-led times children freely choose and confidently make decisions about their play, so encouraging their independence and self-confidence.

Children confidently talk in small groups about what they would like to play with. They listen intently to stories, become involved in them and staff relay stories in a lively way, so encouraging and motivating the children's interest in books. However the book area is not inviting and children do not readily access books. Children learn to mark-make for a purpose when they make lists in the garden centre but they do not access a well-resourced writing area.

Children gain confidence in using and recognising numbers during the daily routines and respond to challenges to extend their mathematical vocabulary and skills in planned and spontaneous opportunities. They are encouraged to solve problems in a practical way, for example, when putting out the carpet squares as staff ask the children if there are enough and how many more do we need. As children build towers with the bricks staff ask if they think the tower is as tall as them. They look at and explore shape as they talk about the different shapes of the construction sets.

Children gain knowledge of the world around them and of time and place through a variety of activities. They freely talk about their families and their lives and important events to them, such as their forthcoming birthday, so making them feel valued. A computer with educational programmes is readily available and children access this to support and consolidate their learning. To gain an awareness of others they look at festivals such as Diwali. They explore, predict and investigate when looking at the beans they are growing and when playing in the sawdust and flour.

Children's large scale movement skills develop and improve through a wide variety of experiences, including activities to develop skills of balancing. They become aware of the effects of exercise on their body as they take their jumpers off when they become too hot. They move confidently around the indoor and outdoor area and access a wide range of activities to develop their fine control skills including construction sets and threading. Children explore using their senses, different textures and materials. They talk about the different colours of the cups and of the flowers. They play imaginatively in the garden centre and make up their own stories as they dress up as police officers. They enthusiastically and with obvious enjoyment sing their favourite songs. They move around the room in time to the music as they pretend to be gardeners tending their garden.

Systems are in place that support children with special educational needs to effectively meet their needs. This includes liaising very closely with parents, external agencies and drawing up individual education plans.

Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are valued, listened to and respected as individuals. Their awareness of diversity and understanding of others is extended as the nursery have a wide range of activities and resources to positively reflect diversity. Children look at different festivals such as Diwali and take part in activities linked in with the festival.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning.

Staff have a consistent approach to managing children's behaviour. As a result children behave very well and understand what is expected of them, so they know they have to take turns with the toys and resources. Good behaviour is encouraged as the staff give lots of praise and encouragement to the children for their efforts. At snack time good manners are encouraged and kindness and respect is promoted so children relate well to each other and learn to have consideration for others. Older children encourage and help younger children and praise them for their efforts. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs and ensure their protection. Parents are encouraged to share what they know about their child by completing a care plan and daily diaries are completed for younger children. Parents are invited to parents' evenings to discuss their child's achievements and talk with staff daily about their child. A notice board detailing what the pre-school children have been doing in the session is available so ensuring parents are fully aware of topics and projects. Pre-school children's learning is enhanced, for example, by them taking library books home to share with parents.

Organisation

The organisation is satisfactory.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care. However there is no written policy in place should a child become lost.

Leadership and management of the setting is good. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. Staff complete self-appraisals and have a twice yearly appraisal to ensure all staff are working to effectively meet the children's needs. Most of the required paperwork is in place. However staff do not always sign in the time of their arrival/departure in the register. Staff are friendly and caring and work very well together as a team to promote children's health, enjoyment and achievement. They attend regular training so demonstrating a commitment to developing their practice.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that regular risk assessments are undertaken
- ensure there is a procedure in place should a child become lost
- ensure that all staff record their times of arrival and departure
- ensure that observations and assessments link in to planning the next steps in children's learning.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that there are opportunities for children to access an attractive book area and writing area.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

