



Starbrite Nursery

Inspection report for early years provision

Unique Reference Number	EY337016
Inspection date	02 November 2006
Inspector	Verlyn Ulanda Blake
Setting Address	Laburnum Road Day Centre, Laburnum Road, Lowton, Warrington, Cheshire, WA3 2NL
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Registered person	Caroline Nelson
Type of inspection	Integrated
Type of care	Sessional 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?

Starbrite Nursery was originally registered in 1993 and re-registered in 2006. It operates from two areas within Laburnum Road centre in Lowton, an area of Warrington. The group serves the local community. The group is open from Monday to Friday, during term time. Sessions are from 09.15 to 11.45 and from 12.15 to 14.45. The group is also open the last two weeks in July and first two weeks in August every Monday, Tuesday, Thursday and Friday from 09.15 to 11.45. All children share access to a secure enclosed outdoor play area.

There are currently 75 children aged from two to under five years on roll. Of these, 41 children receive funding for early education. Thirty three are three year olds and eight are four year olds. The nursery currently supports a number of children with specific requirements.

There is a qualified manager and eight staff who work with the children. The majority of the staff hold appropriate early years qualifications to level III. The setting receives support from Sure Start in Wigan, an Early Years advisory teacher and other professional agencies.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is maintained due to the effective hygiene procedures in place. Children develop an understanding of good hygiene practices as they wash their hands at appropriate times of the day. They also help to keep the nursery drinking cups clean as each child washes their cup in soapy water after they have had their snack. Children's good health is promoted as staff pay sound attention to cleanliness as they carefully clean table tops, and use suitable protective clothing when preparing snacks and changing children's nappies. This helps to reduce the risk of cross infection amongst young children.

Children enjoy a very well balanced range of healthy snacks, which they often help to cut up themselves, developing their cutting and hand and eye co-ordination skills. The snacks provided ensure the individual dietary needs of each child attending. The healthy snacks also encourage children to develop an awareness of making healthy choices. Children find their name and self register for snack. Snack time is informal and a very sociable occasion as children are observed waiting for their friends to have their snack with them. During snack times children of all ages are able to develop their independence skills, as they use two hands to carefully hold the jug to pour their own drinks. Fresh drinking water is available throughout the session.

Children's physical development is well encouraged. They undertake a good range of physical play experiences on a daily basis. They enjoy playing in the outdoor area where they access fresh air on a daily basis. They also have opportunities to play with a good range of different sized equipment. They learn to pedal bikes and move cars using their feet. Children enjoy music and movement sessions where they move their bodies in a range of ways. However, a part of the wooden seating area in the outdoor play has become rotten, therefore there is a risk of children receiving splinters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises which are clean, well maintained and which provide a good range of artificial and natural lighting. The provision is brightly decorated and has a good range of children's work and photographs displayed in the entrance area and playroom which help children to settle quickly into the environment. Children are able to move around the environment with ease as there is adequate space for them to play freely and safely.

Children use a range of safe, good quality resources, which are suitable for the developmental needs of the range of children using them. Children choose independently and access resources easily as staff organise the room with a range of attractive activities, which are stimulating for them. Although the room is pre-set, children readily go to the carefully labelled containers and

help themselves to additional resources to add to their play, or just to choose something different.

Children also access a wide range of suitable outdoor play equipment. Risks to children's safety within the playroom are minimised due to the daily risk assessments that are completed and the use of items such as socket covers and radiators that are thermostatically controlled, ensuring they do not become too hot for children. Staff consistently implement established procedures to maintain appropriate security, for example, when unexpected visitors arrive. They recognise their responsibility to maintain children's safety in an emergency such as a fire, and are familiar with the procedures to be followed. However, fire evacuation drills are practised with children on an infrequent basis.

Children's overall welfare is maintained as the manager has attended child protection training and has shared the settings procedure with all staff. Staff are aware of their responsibility and know the procedure to be followed if they are concerned about a child in their care. Staff complete forms on some existing injuries but this is not a consistent practice.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy and settled within the setting. Staff establish positive, warm relationships with children giving them lots of support and praise, which encourages their sense of well-being and helps them to feel secure and settled. Children are interested, busy, occupied and involved in the activities provided. They learn to explore and investigate using their senses as they take part in activities such as sand play, painting and exploring pumpkins and scraping out the seeds out of the middle, which teaches them about different textures. Children have well developed imaginative skills and love dressing up and taking on different roles.

Children communicate well, using language to share their thoughts, feelings and ideas. Children enjoy singing a range of familiar nursery rhymes, joining in the actions and moving their bodies to express the words. The younger children receive a good range of activities and although staff have not yet finished attending the 'Birth to three matters' training, they are very aware of the experiences and activities that younger children need. They ensure that activities are differentiated to ensure that they are suitable to their age and stage of development.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge and awareness of the Foundation Stage of learning, the stepping stones and the early learning goals. These are used to plan a balanced curriculum which helps children to make good progress in all areas. Staff are perceptive to children's individual interest during their freely chosen play and use a good range of open ended questioning skills successfully to encourage children's thinking and language skills. Good observation methods are in place which enable staff to identify the children who are making very good progress, or those who are achieving at a slower pace. These will be incorporated into the planning for the individual child. Effective assessment tools are in place which identify where children are up to upon entry to the provision and which tracks

the progress they make over time. However, next steps for children's future progress and development are not identified.

Children show a strong sense of belonging as they greet each other and staff warmly on their arrival on the first day back after the half term holiday. Children are happy and eager to learn. They enjoy participating in a wide range of activities which encourages their all round development. They make independent choices and have developed good self care skills through everyday routines, such as putting on their own coats before outside play and before going home. Children play well together and are well behaved; taking turns and helping to tidy away at the end of the session. Most children are confident to share their news about what they have done during Halloween. They confidently talk to staff and visitors involving them in their play. They have many opportunities to develop their mark making skills during planned activities and their freely chosen play. Some children confidently write their names and others happily make marks, ascribing meaning to the marks they make. They enjoy looking at books and listen well during story time, responding to the questions about the text and the pictures they see. Resources are labelled and there are opportunities for children to begin to recognise some familiar words in print, such as their names. There are opportunities for children to link sounds to letters.

Most children can count confidently and as a group exercise the children count together with staff to 35. Many recognise numbers one to five with the more able child, recognising numbers to 10. They are also able to recognise numbers at random. They use and enjoy the maths area and use everyday activities to identify numbers. They know which objects are biggest and smallest, for example, when they are using the counting puppies. Children are beginning to count backwards using their fingers on the number line, which one child spent a long time playing with counting to himself. Children learn about shape, size and colour and they are developing early calculation skills. Children learn about the world around them, finding out about the life cycle of frogs and taking an interest in the flower garden in the outdoor play area. They are developing an awareness of diversity and equality through the celebration of festivals and food tasting sessions. They access some information technological equipment but these are limited.

Children's creative development is enhanced, with children undertaking play based on their own first hand experiences. There are lots of opportunities for them to work creatively on a small and large scale, experiment with different materials and textures, and to express themselves through music and movement sessions. They play with a wide range of small world resources and enjoy taking part in new activities where they are able to be fully creative due to the variety of accessible and interesting resources which enable them to make their own designs. Children enjoy physical activity. They ride two and three wheeled toys, moving around a path skilfully, being careful not to collide with other children. They are able to move their bodies in a range of ways, which develop their control and co-ordination.

Helping children make a positive contribution

The provision is good.

Children are clearly respected and valued as individuals and are given opportunities to develop at their own pace, as demonstrated as one child who had not finished his gluing picture at tidy

up time, was given the time to complete it whilst the other children continued tidying away. Staff ensure that they have details of children's specific dietary requirements and ensure that these are respected and updated on a regular basis. Children have free access to a range of resources and posters within the environment which depict positive images of diversity, which gives them an awareness of others.

There is a designated member of staff who has undertaken training in relation to children's specific requirements, although the ethos of the nursery is shared care by all staff. Children with specific needs are fully welcomed and integrated into the provision, which has a strong commitment to equality of opportunity and inclusion. Two members of staff are able to do sign language which is used with the children which teaches them that there are other ways of communicating.

Children's behaviour is very well managed by all staff. Staff manage unwanted behaviour in consistent ways, as a result children are well behaved. Children are continually praised by staff, which boosts their self esteem and gives them a positive sense of self. Children understand the boundaries of the setting which increases their understanding of right and wrong.

Partnership with parents is good. Parents receive ongoing information about the setting, its events and activities taking place. Parents are invited to take an active role in their child's learning, by for example helping their children to find an item at home for the red table. Children benefit as parents contribute to the life of the provision. One parent attends to teach a French session once a week and another parent co-ordinates the library folders. The library folder is a scheme where children are able to choose a book to take home to share with their parents, which further enhances their child's development. Staff talk to parents about their child's progress and give them written reports about their child's progress at the end of the term. Parents are invited to parents days and receive ongoing newsletters. The nursery prospectus does not however, contain information about the settings educational provision.

Overall children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The provision is very well organised. Staff are well deployed and work very effectively as a team to ensure that children are well supervised and given appropriate levels of support and encouragement. Children greatly benefit due to the consistent staff team, and the high staff child ratio which at times exceeds the requirements. The provision has a thorough recruitment procedure, which keeps children safe, as all staff have undergone vetting to determine their suitability to work with children. Staff enjoy their work and carefully plan and carry out a range of exciting and interesting activities. They know how to use the resources and learning environment to enhance children's learning in fun and creative ways.

Children benefit as staff meet regularly to discuss ongoing issues affecting the day to day management of the provision, and to share ideas and suggestions for the planning. The majority of the staff are qualified and there is ongoing training in areas such as first aid and using resources effectively to meet children's individual needs. Staff use and share the policies and

procedures with parents to effectively promote the care and welfare of children. Documentation is well maintained and there are good systems in place to share written information with parents.

The leadership and management is good. The manager is a strong and positive role model and she ensures that all staff have a sound awareness of the Foundation Stage curriculum and are able to plan a varied and exciting range of activities which enable children to make good progress. She works hands on with staff and listens to and values their suggestions and ideas. She provides staff with good overall direction and consistent leadership. The manager and deputy have an established system of monitoring the effectiveness of the nursery education programme as they work closely with staff identifying areas for development.

Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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The quality and standards of the nursery education are good.

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 the bench in the outdoor play area is made safe
- ensure fire evacuation drills are practised on a frequent basis and ensure that details of any existing injuries when a child arrives are recorded.

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):

- continue to develop the planning to include the next steps for children's learning and make available to parents written information regarding the nursery education programme.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk