

Shining Stars Day Nursery

Inspection report for early years provision

Unique Reference Number	EY337884
Inspection date	19 September 2007
Inspector	Mauvene Burke
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Shining Stars Day Nursery was registered in 2006. It operates from two rooms in a terraced house in Thornton Heath in the London borough of Croydon. A maximum of 10 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 12 children aged from 16 months to under five years on roll. Of these, three children receive funding for early education. All the children currently attend on a part-time basis. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs four members of staff. Apart from the manager, all staff are employed on a part-time basis. Of these, three hold appropriate early years qualifications. The setting receives support from the Early Years Service. The nursery uses Birth to three framework and the curriculum Foundation Stage curriculum to plan for children's play and learning.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. They benefit from the good level of cleanliness and hygiene in the playroom, bathroom and baby room; which effectively contributes to limiting the risk of cross-infection. Children are learning about the importance of personal care and hygiene through daily routines. They know why they must wash their hands as this prevents the spread of germs and that once they have used a tissue to wipe their nose, they must discard it in the bin "so the little children do not pick it up, and get germs". Picture cards and notices displayed in the bathroom areas reinforce good practice and help encourage younger children to learn about good hygiene practices. An appropriate ratio of staff hold a current first aid certificate which means they are able to give appropriate care if a child has an accident.

Staff promote healthy eating through themes and consequently children learn that eating well is linked to staying well. For example, child tells adult that because he drinks all his milk he is now, "big and strong". Children sit together around the table at meal and snack times and talk to each other and staff. This creates a relaxed and social atmosphere in which social skills and good manners are promoted. Children gain independence as they are able to pour their own water from the water dispenser.

Children have good opportunities to develop their physical skills. They are developing their co-ordination and control, as they access the large climbing frame and slide in the garden each day. Older children skilfully balance and climb on fixed equipment in the garden., however, the equipment available is not sufficiently challenging for these children. Although the nursery garden is large, a maximum of five children only are allowed to use it at any one time. As a result, at present, children are not allowed to freely choose whether they play indoors or outdoors. Children's finer motor skills are developing well. They access a good range of small tools and equipment daily. These include a variety of paint and glue brushes, pencils, construction sets and scissors. They successfully screw the plastic screws into holes. Children are beginning to notice changes in their bodies and will therefore help themselves to a drink when they are thirsty and remove items of clothes as they get hot.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment. Children's work is displayed brightly, and useful information to support children, parents and staff is sited around on the walls. The provider was found to be working outside of local planning requirements in that a maximum of five children only are allowed to use the garden at any one time. On the day of the inspection, this number was exceeded by one child.

Children benefit from the good range of equipment and resources used daily in the setting which the provider ensures are changed around regularly. Resources are stored at a low-level which makes them easily accessible to the children, thus developing their independence and freedom of choice.

Children are learning to keep themselves safe because of staff's constant reinforcement of safety, for example, when reminding children not to leave their bike at the foot of the slide and why they should not walk around the setting with scissors in their hands.

The premises are secure and there are effective procedures in place to ensure the safe arrival and collection of children. Children are protected from persons not vetted, for example, visitors sign in and out of the nursery and they are never left with any adult other than those who have been cleared as suitable to work with children. Fire fighting equipment is in place in the kitchen; there are no extinguishers in any of the rooms used by the children. According to the provider, the Fire Safety Officer has deemed these to not be necessary in these rooms. Fire exits are clear from obstruction, and the fire evacuation procedure is clearly displayed and practised regularly with the children. However, fire exit doors are not clearly identifiable. Policies and procedures are comprehensive and support staff in providing for children's safety. Daily risk assessments are carried out, nonetheless, staff have not observed the risk to children that the oven, when on in the nappy changing area, poses to children as they walk past it to access the toilet area. This compromises children's safety.

Most staff demonstrate a good understanding of child protection issues and are clear about appropriate procedures to follow if they have concerns regarding a child's welfare, which helps them protect children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily into the nursery and are offered a range of activities which are appropriate to their age and stage of development. They are greeted warmly by the staff who know them very well and they settle very quickly as they find something interesting to become involved in. For example, children enjoy looking at their faces in the mirror and then drawing their faces on paper. They take pleasure in their art work as they proudly show these off. Staff are always close by to offer support and supervision where needed and quickly engage "wandering" children into an activity. The children benefit greatly from having staff who understand their personalities and preferences and who can support them through new challenges and celebrate their strengths. Consequently, children become confident and begin to express their individual needs, wishes and their emerging independence. Staff are familiar with the Birth to three matters guidance and plan and complete written observations of children's progress under the components relating to the framework.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress through the stepping stones towards the early learning goals in the six areas of learning. Systems to carry out observations of children have been developed and link into the six areas of learning but not necessarily to the stepping stones. Targets are set for each child with regards to the next steps in their learning, but this is not consistent and are not used effectively to support children to move forward to the next steps in their learning. For example, it is unclear as to whether or not children have met the targets which have been set and if they have, how these were met. Staff include objectives for children's learning within planning but currently do not evaluate any of the activities. They join children in some of the activities, are receptive to what children say, and ask questions which encourage children to say what they know. Staff are particularly successful at promoting children's social and linguistic skills.

Children confidently express their own needs and they relate well to each other and adults. Older children are helping younger children in tasks such as helping to put on their shoes and getting them ready for outdoor play. They show a lot of concern for one another, for example, comforting each other whenever a child shows any sign of distress. Children are interested and involved in their play and are motivated to learn. They are developing their personal independence through selecting resources, working independently and through helping themselves to the carrots and a drink from the water dispenser. They understand the need to take turns and are developing an understanding of what is right and wrong. There are some opportunities for children to practise their pre-writing skills as staff have set up a writing area although this has a dual purpose, for example, it is also used for cutting and sticking. Staff encourage children to write their names on their own work. Children very rarely use the book area or read independently and stories read to them are infrequent. Children speak confidently in groups and enjoy sharing their home experiences during circle time. Children are able to link sounds to letters and can recognise and write their own names as well as other simple words.

Children use numbers confidently during practical activities such as counting the legs on the spider and through nursery rhymes. They confidently use mathematical language to describe size, for example, they measure themselves against each other in front of the mirror using language like, "bigger", "taller" and "shorter". Children recognise and write numerals and can name shapes such as "rectangle" and "hexagon". There are limited and missed opportunities for children to do simple calculation. Very good opportunities are provided which helps children to learn about their own and other people's religion. Children explore living things such as plants and mini-beasts. They have no access to information technology but do have access to some programmable toys such as the microwave in the home corner area. They do not have opportunities to investigate how things work.

Children can run, stretch and jump and can balance on one foot and on beams with the help of adults. Children have opportunities to find out about the importance of staying healthy, through discussions about healthy foods and through cleaning their teeth. They recognise changes in their body for example when they get hot, they remove their jumper or get a drink of water. They can dig using a small tool and have good opportunities to practise their fine motor control when cutting, writing, rolling the rolling pin, painting and gluing. Outdoor plans are not effective enough to help the more able children develop new skills. For example, there is only a climbing frame available in the garden which the more able children are able to use without much effort. Children express themselves creatively through a range of mediums. They paint, draw and make play dough that represent their experiences. However, wall displays are very much adult orientated and do not include a wide variety of children's independent creative work, for example, shapes are cut by adults and there is an over-dependence of templates. This means that children have less opportunity to feel proud of their own designs and art work. Children use their imagination in a variety of ways in the nursery room. For example, when they bathe the babies in the bath, ensuring that the soap suds do not get into the doll's eyes, or when they pretend to be a policeman chasing people in their cars.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children show positive attitudes towards learning and are forming good relationships with staff and other children. Children are beginning to show an understanding of the needs of others, for instance, the older children help the younger children to put on their shoes and children comfort each other when they see someone who is upset. Children in general take turns willingly and are learning to

share. Staff encourage children to be independent by allowing them to select their own resources and pour their own drinks.

Children behave very well, and the atmosphere throughout the day is one of calm and collect. Staff are consistent in setting clear boundaries for children, which helps them learn to take responsibility for their own actions, they are successful in developing children's sense of belonging and involvement in the group.

There are no children currently attending who have learning difficulties or disabilities. However, there are clear procedures in place to support children with learning difficulties or disabilities, and those who have English as an additional language. All children currently attending the setting started where English was their second language; they can nearly all now communicate in English. The special needs co-ordinator has attended training and holds a sound knowledge of her role and responsibilities. There are limited resources available which reflects or promotes disability.

Children are learning about differences through access to resources, such as books, puppets and small-world equipment which reflects diversity. They see posters reflecting differences and hear different accents, spoken, within the nursery. They learn about, and take part in different celebrations, such as Ramadan and Janmashtami, which is a Hindu celebration. The nursery, at the request of the parents, are helping children to speak and write in Arabic and French.

Partnership with parents is satisfactory. Suitable information about the setting is available through the parent notice board, and parents are encouraged to attend parent evenings to discuss children's progress and are encouraged by the nursery staff to help extend children's learning in the home. Parents spoken to are very happy with the care and attention which their children receive at this setting. However, a complaints log is not available for parents, should they wish to raise a concern and the registered person's knowledge of the current regulations relating to complaints made by parents, is not secure.

Organisation

The organisation is satisfactory.

Children benefit from being cared for in a welcoming and satisfactorily resourced environment. As a result they are secure and settled. The nursery is led by a manager who provides a positive role model and staff work well together as a team. The child care practice throughout the nursery is mostly sound, but children's safety is compromised because they sometimes have access to a hot oven.

Children are supervised by staff who know their individual needs and personalities well. Most documentation required for the safe and efficient management of the nursery is in place. However, details of the children's hours of attendance is not being maintained at a satisfactory level. For example, although parents sign children in they do not always sign them out; in addition to this staff do not currently record their own hours of attendance. This is a regulation requirement.

Leadership and management is satisfactory. There is a strong commitment to develop the provision. The manager has a clear vision for the future of the setting and recognises some of the setting's strengths and weaknesses. She intends to develop the outdoor play area and provide opportunities for children to free-flow from indoor to out. Staff are competent within

their roles and have a satisfactory knowledge of the Foundation Stage. However, staff do not always fully use this knowledge to support children's development within everyday activities. Staff are supported in their work by the manager and ongoing training is actively encouraged, promoting the professional development of all. Recruitment procedures are in place to ensure staff are suitably vetted, qualified and experienced, but are currently not robust enough to ensure that staff working with the children are both physically and mentally fit.

The provision meets the needs of the range of children for whom it currently 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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):

- make sure the recruitment procedure includes a system to establish staff's medical suitability.
- ensure that there is a system in place for registering staff attendance on a daily basis, and ensure that the children's attendance is adequately maintained, showing an accurate record of their hours of attendance
- ensure that all fire exits are clearly identifiable and ensure that the risk to children in relation to the oven is minimised
- develop knowledge of the current regulation relating to complaints and ensure that all parents are made aware of how to make a complaint should they need to do so.
- ensure that the setting operates within local planning requirements

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):

- improve the monitoring and evaluation of the nursery education to ensure that all areas of the early learning goals are covered and ensure that assessments made, clearly identify the next steps in their learning, and that that this is systematically carried through.

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