

Little Stars Day Nursery

Inspection report for early years provision

Unique Reference Number	205543
Inspection date	03 October 2007
Inspector	Kathryn Margaret Clayton
Setting Address	Grimsby Institute of Further and Higher Education, Nuns Corner, Grimsby, South Humberside, DN34 5BQ
Telephone number	01472 315530
E-mail	bennett@grimsby.ac.uk
Registered person	The Governing Body of Grimsby Institute for Further and Higher Education
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?

Little Stars Day Nursery first opened in 1986. It is run under the management of Grimsby Institute for Further and Higher Education. The nursery is situated within the grounds in accommodation consisting of several mobile rooms all linked by enclosed corridors. There are four playrooms, all with adjoining outdoor play areas. Kitchen and toilet facilities are available. The nursery serves the childcare needs of the students and staff from the college and any remaining places are open to the general public.

The nursery is registered to provide care for 71 children aged from three months to five years. There are currently 148 children on roll including 26 in receipt of nursery education funding. Systems are in place to provide support for children who have special educational needs or speak English as an additional language. The nursery has the support of the North East Lincolnshire Authority. The setting opens from 08:00 to 18.00 on Monday to Friday all of the year apart from bank holidays and Christmas week. Thirty full and part-time qualified staff are employed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted within the nursery as they enjoy free flow from indoors to outdoors for the majority of the day. There are four interesting outdoor areas with age appropriate equipment and activities in each. Staff support children's physical development very effectively. For example, they sensitively assist toddlers as they negotiate small grassed hills, push walkers, use rockers and small slides. Children enjoy a wide variety of planned experiences that promote their physical well-being. For example, three-year-old children take part in a programme of martial arts that is especially designed for their age group. The setting also arrange for movement and dance lessons and build obstacle courses for children.

Children start to learn about the benefits of healthy eating as they enjoy nutritious snacks during the day such as rice cakes, oranges, raisins and salad vegetables. The setting further promote children's understanding by following healthy eating themes. Children's health is protected as there are good procedures in place to ensure all staff are fully aware of any allergies and dietary requirements. Within the confidential kitchen area children's photographs and names are clearly displayed with these details.

Children start to learn about maintaining good health through taking part in a variety of relevant activities. For example, a community dental nurse visits the nursery every year to talk to them about the importance of cleaning their teeth. Children also visit a local optician. Most aspects of hygiene routines adopted in the nursery are effective. For example, during nappy changes staff use aprons and gloves, dispose of the nappies hygienically and thoroughly clean the mat in preparation for the next child. However, babies' hands are not routinely cleaned after nappy change and this is a possible risk to their health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy the stimulating, interesting environment. The play areas contain colourful mobiles and interactive activities, photographs, easily accessible toys, books and cosy rest areas or rooms. Babies sleep comfortably and safely in the quiet, dimly lit rooms with twinkling lights. There is always a listening device in place, sleeping babies are regularly checked and staff have a clear view of them from the playroom. Children enjoy playing with a wide range of good quality age appropriate toys that are attractive, well organised and regularly checked for safety. Children stay safe in the setting because there are very good procedures in place. Some examples of these include an annual health and safety inspection and specific training for staff members.

Security in the setting is good and a clear record is kept of all visitors. All outdoor areas are fully fenced, there are stair gates in place on some playroom doors, and double handles are used on others. The procedures for the evacuation of the premises are clearly displayed and there is equipment available such as evacuation cots and wrist straps to ensure children's safety if they have to leave the premises. Children are protected because staff have access to training and a wealth of safety information within the setting. Children start to learn about keeping themselves safe as they are prompted by staff, for example, to sit down when drinking. They are protected because staff have a clear up to date safeguarding policy to follow and many have completed appropriate training.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are exceptionally happy and settled in the nursery and have their individual needs very effectively met. They are supported especially well when they first start to attend and as they move between each unit. There is a clear policy followed during each of these transitions. This includes the opportunity for children to visit the room they have just moved on from, therefore, they can maintain close relationships with staff and they remain very happy and keen to attend. Children's individual interests are given a high priority. For example, if there is a particular activity enjoyed by a child, such as sand play, it will be available to them every day. Children's emotional needs are very effectively met. They are comforted and cuddled, held closely for bottle feeds and sleep in accordance with their home routine and the request of the parents. For example, babies are rocked to sleep if that is what they are used to. Children respond exceptionally well to staff; they enjoy singing and sharing stories, individually and in small groups. Toddlers happily tidy away because of the very encouraging supportive staff group who make it a fun activity. Children enjoy a wide range of very interesting activities. They spend a lot of time outdoors and love sensory experiences such as exploring jelly. Staff are very knowledgeable in making the best use of fun play opportunities to promote children's learning. For example, with the encouragement of staff very young children start to use positional language correctly as they play a game going under a bar as it is lowered.

Nursery Education

The quality of teaching and learning is good and children progress well towards the early learning goals. Planning is well organised and manageable and links clearly to the Foundation Stage Curriculum. The setting also involves children in planning the experiences they would like to be involved in. For example, recently, children showed a keen interest in learning about pirates. Staff were happy to facilitate and extend their interests by planning activities over a three week period. Very well written observations of children's progress are useful in helping staff to plan for their future learning experiences.

Children are interested in the activities provided. Many concentrate and persevere well, for example, when completing shape pictures. Children show good independence as they wash their hands or decide to display their own cutting picture. Staff skilfully include children who are on the periphery of activities by finding something that interests them. Many children speak clearly and confidently. They handle books correctly and have planned opportunities to recognise their names and to make marks both indoors and outdoors. Many children listen carefully to stories; staff extend their language development by explaining the meaning of less familiar words. Children count well in many situations, for example, the fingers on their hands and the number of children present. They begin to solve simple number problems; they are aware that when there are three monkeys swinging on a tree and one goes, there are two left. Children have many opportunities to explore shapes and use mathematical language.

Children use tools and materials confidently and safely, for example, small hammers and tacks. They show an interest in exploration when using magnets and making a jungle environment. They have access to good information communication and technology equipment when they use a computer and smart board. Children have interesting opportunities to notice changes and find out about the natural world through planting activities. They plant tomatoes and herbs outdoors. Children are very confident within the environment, they move freely from indoors to outdoors and climb, slide, scoot and pedal well. They take part in a wide range of activities that help them to learn about healthy eating and living. For example, their interest in salad

vegetables is encouraged as they make funny faces with foods before they eat them at snack time.

Children love singing their favourite rhymes and songs, such as 'wind a bobbin up'. They enjoy exploring colour and texture in a variety of ways through collage and painting activities. Children show interest and excitement in what they see in the nursery. For example, they are pleased to see the tomatoes they have planted ripen. Although most areas of the nursery education environment are interesting and attractive to children, they do not play imaginatively in the role play area as it is not well presented or resourced.

Helping children make a positive contribution

The provision is outstanding.

Children are highly respected as individuals in a supportive, friendly and positive atmosphere. The setting make excellent efforts to raise children's awareness of the wider world, for example, by celebrating a wide range of festivals. By using strategies such as sign language and providing resources in different languages, all children are fully included and valued. Excellent support is given to children with additional needs. Nursery staff work very closely with outside agencies and parents to make sure children receive the best start in life. Children's spiritual, moral, social and cultural development is fostered. Children behave especially well because of the encouraging and positive methods used by staff, as a matter of course.

The partnership with parents and carers is outstanding. Parents receive very good information about their child's time at the setting. This includes a photo diary of their first week in the nursery. Parents feel they are especially well supported and that the care of the child is very much a partnership. For example, staff are available to give advice to first time parents and have very useful written information about a range of subjects such as weaning. The information received about the nursery education provision is of very good quality. This includes a written booklet, displayed planning, daily discussions and regular times when children's progress and development profiles are shared. Parents are given every opportunity to be involved in their child's learning. For example, when children take a teddy bear home in turn and with parents complete a diary of the bear's weekend, to bring back and share at the nursery. The setting value children's home experiences and use these in the nursery. For example, staff complete a display when a child is particularly interested in a visit to the zoo.

Organisation

The organisation is good.

Children benefit because they are cared for by a very well qualified, enthusiastic staff group who have made a firm commitment to ongoing development and improvement. A number of staff are undertaking a degree level qualification. The setting are quality assured and management have recently won a prestigious national award. The sessions run especially smoothly due to excellent team work that is supported by well organised policies and procedures. Staff are very well informed through weekly information sheets and regular meetings. The space is well organised to meet the needs of individual children, with each age group having access to their own outdoor area.

The leadership and management of the nursery education is good. New staff working with the Foundation Stage children receive very good support from more experienced staff members. Staff undertake appropriate courses and work closely with the local authority. The setting also continually work on improving the nursery education provision. Currently there is a strong

emphasis on children making the best use of the outdoors as a play and learning environment. The setting use their knowledge and experience in presentations for other facilities within the authority. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery were asked to ensure parents are routinely informed about their child's progress. The partnership with parents has improved as staff now share progress records with parents every term.

Complaints since the last inspection

A concern was raised under National Standard 1- Suitable person. Following an investigation by other agencies a report was submitted by the provision. Ofsted are satisfied that the provider remains qualified for 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.

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 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 babies' hands are cleaned after nappy changes

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 role play areas are inviting and well resourced.

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