

Little Stars Nursery

Inspection report for early years provision

Unique Reference Number	EY353452
Inspection date	24 September 2007
Inspector	Linda Margaret Nicholls
Setting Address	Parkside Hall, 1 Parkside Cross, BEXLEYHEATH, Kent, DA7 6ND
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Registered person	Karen Ann Lucas
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?

Little Stars Nursery was registered in 2007. It is privately owned. Registration is for a maximum of 35 children at any one time. There are 62 children on roll of whom 47 receive funded nursery education. The nursery is located in Parkside Community Hall in Barnehurst in the London borough of Bexley. There is a grassed play area for outside play. The nursery operates on Mondays to Fridays from 09:30 until 11:45 and from 13:00 until 15:00 on Tuesdays, Wednesdays and Thursdays. There are seven members of staff who work with the children, of whom five hold early years qualifications. All staff are first aid trained in care for young children and attend a range of local authority and early years workshops.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good health practice through every day experiences. They wash their hands after messy play and before eating snacks. They know to use tissues when they 'have a

sneeze' and to put used tissues in a bin. Staff ensure play surfaces, toys and resources are clean using anti-bacterial solutions and barrier gloves as necessary. Clear and effective medical records are maintained. Accidents are recorded and signed. Children do not attend if they have an infectious disease which helps prevent cross infection. Emergency consents and contact numbers are held on personal files should children become ill and parents are prepared well should there be an emergency.

Children are unable to relax and play on occasion as they are distracted by the level of noise. They stand distracted and look round the hall. Children enjoy a range of planned activities during outside play to develop their physical skills such as learning to jump with two feet, skipping and running with tiny steps. They understand they breathe quicker when they run. They have plenty of opportunities to develop dexterity and coordination. They use pencils, glue sticks, paint brushes or twist and turn their wrists to knead play dough with rollers and shape cutters.

Children benefit from healthy snacks such as strawberries and bananas or toast and butter. They self register at a café style snack bar and chat sociably to each other and adults. Children pour cups of fresh water as they need. They learn to sit to eat or finish their drinks. A dentist has visited the group and, with their parents, children learn how to clean their teeth. Parents provide information of personal requirements, cultural preferences and any allergies their children may have.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in a secure and well planned environment. They easily negotiate space between activity areas such as the role play corner, the sand tray and the table top toys. The rear grassed outside play area is used as weather permits. The gated hard stand area at the front of the building is used for tricycles, scooters and wheeled toys. Staff carry out a daily risk assessment of the premises before they set up equipment, posters and colourful examples of children's work. Children are directly supervised at all times. They make independent choices from accessible equipment such as free standing easels and clearly labelled storage systems. There is good ventilation and natural light. Hazardous items are stored in the kitchen which children do not enter.

Children have a good understanding of how to keep themselves and others safe. They know to push chairs under the table as they leave and to respect each other's personal space as they move into play areas. Staff consistently reinforce the behaviour they want with simple explanations and praise. The kitchen door has a warning symbol at child height so that children know not to enter. Fire safety recommendations, including an emergency evacuation plan, are in place and a fire drill practice record maintained. Children learn about road safety as part of general themes or incidentally, as staff link the colours red and green to 'stop' and 'go'. Children are directly supervised by staff at all times and visitors' details are recorded. Public liability insurance is current.

Children are safeguarded because staff know the procedures to follow should they need to record any concerns. A detailed written statement is available including the process to be followed should there be an allegation of abuse by a member of staff or another adult. Local and national contact numbers are displayed. Parents are informed of the provider's professional responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children explore inviting resources and activities such as making dinosaur stick puppets, painting or play with the emergency vehicles. They listen to staff read favourite books such as 'The Three Little Pigs' and 'All About Buster.' Children concentrate and show they are following the story as they huff and puff at the correct place. They are introduced to counting throughout the session as staff ask how many children are present or as they hand out pieces of fruit or drinks. Children learn the shape of their names as they use name cards to self register. There are opportunities to use a variety of tools to develop control of a pencil or crayon. They use scissors or plastic cutting implements and rollers for play dough. Children grow in confidence because caring staff praise their successes and good behaviour. They know their work is valued because it is attractively displayed and several attempt to write the letters of their names on their work. They enjoy chatting to each other and show they care for others handing each other pieces of equipment and sitting close as they construct items. Children have a modest range of resources from which to learn about the wider world and their community.

Nursery Education

The quality of teaching and learning is good. Staff effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation Stage. They make observations and assessments to monitor children's progress. Next steps to learning are indicated and planning is displayed throughout the room. General learning outcomes are clearly identified for parents in attractive displays of children's work and photographs. Routine team meetings are held to discuss but do not appraise whole group activities or differentiate the outcomes for individual children.

Children are engaged and stimulated as they play because caring staff support them to meet their individual needs. They challenge children with questions that make them think, or to try something they have not done before, like blowing paint bubbles to decorate dinosaur puppets. Children delightedly laugh as they paint their hands to decorate a painting. 'See my butterflies. My hands are butterflies,' they say. Children chatter to each other as they play in the shop role play corner. They use language that reflects the world they know 'I'm fine. I'm fine. Give me some money.' as they pretend to buy groceries. Staff introduce new words such as 'blow,' 'suck,' 'snap' and 'pairs.' Children judge volume, identify shapes and learn to count. They fill buckets with sand or describe circles and triangles. Children develop a sense of time. They know when to tidy up toys, the days of the week and that today is their birthday. Children have few opportunities to use communication technology or to write for a purpose during outside play.

Children bring pictures from home and proudly identify their achievements on a display board. They are pleased when they successfully construct an umbrella from connecting plastic sections. They show they care about one another and play together happily. Children take responsibility for their own behaviour as they sweep up spilt sand unprompted or pour themselves drinks of water. They move confidently as they jump and run to stand in coloured hoops or throw balls into the air. Children follow the actions of songs and rhymes such as 'Head, Shoulders, Knees and Toes.' They develop good hand and eye coordination as they squeeze and roll out play dough, then press down cutters or use scissors. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

All children are welcomed by name and included in all activities by experienced, caring staff. Children show a sense of belonging. Children have access to a modest range of toys and books which show positive images of race, culture and disability. They learn about the wider world and local cultural events such as Diwali, Christmas and Pancake Day, although there are few visible examples of words and writing in other languages and alphabets. Children's individual needs are met because staff receive appropriate induction, are suitably qualified and can support children with learning difficulties or disabilities.

Children are well behaved and mostly considerate of others because staff reflect good role models, use please and thank-you and praise children for behaviour they want. However, children learn to shout as noise levels rise on occasion. Children sit patiently at the café style snack table to finish their snack or drink. They know not to enter the kitchen because a symbol is displayed at child height.

The partnership with parents is good. Children receive continuity of care because agreements are signed and individual details are recorded and held secure. Information is shared daily between the home and the provision. A recent visit by the orthodontist complete with a set of teeth and brushes was a great success. Parents report their children have settled well and love coming to the nursery. Parents describe staff as easy to talk to, giving plenty of information and 'they deserve a medal.' The nursery takes positive steps to ensure parents are kept well informed of all relevant policies and procedures. This includes a complaints procedure and contact details of the regulatory body. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children play in a stimulating environment although sometimes noise levels build up and prevent children learning in comfort. Children take time to make independent decisions because supportive staff enjoy their company and engage their imaginations. There are insufficient resources and planning for communication technology, mark making during outside play and examples of other languages. The registered provider ensures adults working with children are suitable to do so. The registration certificate is displayed and all required documents are maintained. Children's welfare, care and learning are promoted.

The leadership and management is good. An induction and appraisal system procedure is in place and training requirements are recorded. An effective operational plan identifies staff development and general training plans. The manager has attended training for Early Years Foundation Stage and has enrolled all the staff on a computer course. Staff make observations and assessments using the Birth to three matters framework and the early years learning goals of the Foundation Stage. Whole group activities are not reviewed nor is differentiation of outcomes recorded. Parents are provided with regular information of their child's progress through the early years Foundation Stage. Records of transfers are completed when children leave for school. 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 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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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):

- consider ways to reduce noise levels so that adults and children can hear what is said and play in comfort
- increase the range of images of other cultures and language scripts so that children can recognise differences and similarities

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):

- develop methods to assess and record differentiation during whole group activities to aid curriculum planning
- consider introducing mark making equipment that can be taken outside and introduce every day items to familiarise children with communication technology

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