

# Happy Stars

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY101918                                  |
| <b>Inspection date</b>         | 04 December 2007                          |
| <b>Inspector</b>               | Alison Margaret Walker                    |
| <b>Setting Address</b>         | 46 Glanville Avenue, Scunthorpe, DN17 1DD |
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| <b>Registered person</b>       | Happy Stars Limited                       |
| <b>Type of inspection</b>      | Childcare                                 |
| <b>Type of care</b>            | 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Happy Stars Nursery opened in 2002 and is situated on the ground floor of a detached house in a residential area of Scunthorpe. The setting operates from two rooms and has an enclosed outside play area. It is open from 08.00 to 18.00 all year round. The setting is registered to provide care for up to 30 children aged from three months to under five years. There are currently 45 children aged from four months to two years on roll. Children attend for a variety of sessions and are drawn from the local area.

The setting supports children with learning difficulties and disabilities and children with English as an additional language. The nursery works closely with the local Early Years Childcare and Development Partnership. The setting employs 10 staff who all hold an appropriate childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Good arrangements are in place for first aid; three members of staff hold a current first aid certificate and there is a fully stocked first aid kit readily available. Written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents. The premises and equipment are clean throughout. Each child has individual bedding which is changed and washed regularly. Gloves and aprons are worn by staff for nappy changing and food preparation. The children's dummies and drinking cups are clearly labelled to prevent the risk of cross infection.

The children have good opportunities for fresh air and exercise as they access the enclosed play area on a regular basis. Their physical development is enhanced by equipment that encourages them to explore and take risks in a secure environment. For example, climbing stairs, sliding, rolling and crawling through the play tunnel. Their fine motor skills are developing well, such as holding paint brushes and carefully moving wooden shapes around a curly wire.

Meals are prepared and delivered from the sister nursery which is a short distance away. The food is probe tested as soon it arrives to ensure it is the correct temperature and heated up accordingly to over 80 degrees. The meals that are provided are healthy and nutritious. The children have good appetites and thoroughly enjoy their food, for example, children eat a hearty meal of sausages, fresh vegetables and creamed potatoes. They feed themselves from an early age, sitting in high chairs or low chairs round tables depending on their age. Mealtimes are a very happy and sociable occasion. All staff have done food hygiene training and a detailed list of each child's dietary requirements and preferences is kept in the kitchen to ensure all their individual needs are met. Drinks are readily available at all times and younger children are offered drinks at regular intervals, in particular after waking up from a sleep. The children sleep according to their own individual routines and are cuddled by staff before being put down to sleep. This enables the children to feel secure and have a peaceful sleep. In addition, calming and soothing music is played creating a very relaxed atmosphere. Many of the children bring their own slippers to nursery which has a positive impact on helping them settle and feel at home.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The environment is warm and welcoming with good evidence of children's play and creative activity. Parents, children and visitors are greeted warmly by the staff on arrival. Children benefit from a good range of safety measures. For example, socket covers, safety gates and a secure outdoor play area are used. Emergency evacuation procedures are practised monthly, fire exits are clearly marked and fire extinguishers are checked and serviced annually, ensuring risks to children and adults' safety is minimised. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted. The system for managing access to the premises is good; unauthorised persons are unable to gain entry and there is an accurate record of visitors.

There is a good range of toys, furniture and equipment available, which meets the needs of all children attending. For example, comfortable seating so staff can comfort, cuddle and feed babies. Toys and resources are in good condition; they are regularly checked and cleaned. Staff

use toys, equipment and materials effectively to ensure children are provided with an interesting range of activities that promote children's learning, such as good quality play resources placed at their level to encourage self selection.

Child protection procedures are satisfactory. Some of the staff have attended child protection training. The setting has a child protection policy in place which is shared with parents. This policy includes what should be done if an allegation is made against a member of staff. Child protection is covered during staff inductions and, as a result, the staff know the possible signs of abuse and the reporting procedure and have access to Local Safeguarding Children Board details.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children are happy and settled and have positive relationships with others; for example, they say good morning to the staff and the other children as they arrive, they are friendly towards visitors and they wave happily to their parents through the window when they leave. This setting mainly cares for children under two years. Most of the staff have attended 'Birth to three matters' training. Planning and assessment systems are in place for this age group and reflect the framework. The staff clearly recognise the children as individuals and meet their differing needs well. For example, the staff implement individual routines for young babies' sleep and mealtimes.

Children are developing a strong sense of belonging as they snuggle up to a member of staff whilst listening to a story. The staff are very effective in giving each child the comfort they need. The children are very sociable from an early age; they are skilful communicators, gaining attention by pointing, tapping a member of staff and bringing a book for them to read. The children thoroughly enjoy singing and listening to stories. Staff support their language development by constantly talking to them and maintaining eye contact, for example, when feeding babies. The staff know the children very well and recognise the signs when a child needs a cuddle or a sleep.

Children are able to make choices, for example, one child prefers to have toast to cereals at breakfast time and they choose their favourite song to sing. There are a broad range of activities available to support the children's play and these are generally organised to encourage children to access these independently. For example, children select chunky crayons and paper to do a picture and access glue and glitter to make Christmas cards. They take pride in their creative work and are keen to show it to adults. The children show a keen interest in books, however, the selection is not very accessible and the choice rather limited. The children show an interest in numbers and join in with number songs copying staff when they use their fingers to count. They use their imagination well, particularly in role play when playing with dolls. They nurse the dolls and put them carefully into the cot and cover over with a blanket. They copy adults actions, for example, one child pretends to sweep and mop the floor.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff create a secure atmosphere where children are happy and settled. The children receive plenty of praise and encouragement, they are beginning to share, take turns and understand right from wrong. They receive calm reminders from staff, such as it is not kind to snatch toys

from another child. There are good systems in place to support children with learning difficulties and disabilities. For example, staff work closely with parents and other professionals and there is a flexible approach to ensure each child's individual needs are met.

The children develop a positive attitude to others; this is because they are loved and nurtured by the staff and, as a consequence, the children play happily together and develop firm friendships. They develop a satisfactory understanding about the wider world and community through celebrating different festivals and having access to a small range of resources which show positive images of culture, ethnicity and gender. However, there is a weakness in this area.

The parents receive clear and detailed information about the setting and their children through newsletters, notice boards, profiles, verbal feedback and written daily records. Parents have good opportunities to share what they know about their child through regular discussions with staff, contributing to children's profiles and an effective settling-in procedure.

### **Organisation**

The organisation is good.

The environment is suitably organised and staff know their roles and responsibilities well. Nursery routines are consistent and enable children to feel settled and secure. All the required documentation is in place, is easily accessible and it is stored securely, such as emergency contact and registration details. A good system is in place to record the staff and children's daily attendance; this is accurate and up to date.

All of the staff team hold a relevant early years qualification, therefore, they have a good knowledge and understanding of how young children learn and develop. Staff are encouraged to develop their personal knowledge and skills through regularly attending relevant training, such as first aid and child protection. Good adult to child ratios are maintained with provision made for covering staff breaks.

The staff regularly work with an advisory teacher from the local authority to improve their practice. Staff receive good support from the nursery manager. She often works directly with the children, which enables her to know them and the staff well. All the staff work well together as a team. This contributes to the smooth running of the nursery. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

No care recommendations made at the last inspection.

### **Complaints since the last inspection**

Since 1 April 2004 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 records may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

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.

### 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):

- continue to develop resources to reflect positive images of culture, ethnicity, gender and disability
- improve the accessibility and selection of books.

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](http://www.ofsted.gov.uk)