

Starfish Childrens Day Nursery

Inspection report for early years provision

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Inspector Maureen Croxford/Anne Nicholson

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Starfish Children's Day Nursery opened in 2003, and is a private nursery. It operates from a self contained building within the Farnham College site. This is sub-divided into three base rooms. There are secure outdoor areas for the nursery's sole use. The nursery serves families from the local community and surrounding villages.

There are currently 73 children aged from birth to five years on roll. There are 18 children currently receiving nursery education funding. Children attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties and/or physical disabilities.

The nursery opens five days a week. Sessions are from 07:30 until 18:00 all year round, excluding Christmas and Bank Holidays.

There are 12 full-time members of staff working with the children. Of these, eight have early years qualifications at the equivalent of level three. The setting receives support from a mentor from the local authority.

Overall effectiveness of the early years provision

Children are cared for in secure, welcoming and well maintained premises where staff follow very effective procedures to keep them safe. The nursery is very well equipped and good use is made of resources and the inside and outside areas. Risk assessments are carried out, however they are not always consistently recorded.

The comprehensive self-evaluation by the manager and staff team ensures that areas for further development are identified and prioritised. This leads to the improvement of the consistency of the care and education offered to children. Staff have attended training and some have a good understanding of the Early Years Foundation Stage.

The partnership with parents is constantly being developed which ensures that each child's individual needs are identified and their welfare and learning is appropriately promoted. Staff take good care to ensure that all children are fully involved in the activities, including those with learning difficulties and/or disabilities and those learning English as an additional language.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the relationship with other providers delivering the Early Years Foundation Stage for a child to ensure progression and continuity of learning and care

- ensure that the risk assessment forms and check lists are consistently recorded and identified hazards are thoroughly addressed
- consolidate staff training and understanding of the Early Years Foundation Stage to further develop the planning and assessment to ensure children's individual needs are consistently identified.

The leadership and management of the early years provision

The provision receives good support from the provider and the manager. Very effective self-evaluation systems have accurately identified areas of weakness in the setting and the management team, in consultation with staff, have taken decisive action to address them. This document remains prominently on display for all staff to see and use.

Children remain protected through the rigorous recruitment and vetting procedures. There are very clear, comprehensive policies to support managers and staff, which cover all the required areas. There are effective systems in place to safeguard children by ensuring that all staff are suitable to care for them. There is a strong commitment within the setting towards training and improvement. The management carry out appraisals to identify the training needs and to ensure that all staff have access to further professional development.

The nursery is committed to working closely with parents. An induction period and discussion with new parents enables staff to accommodate parents' wishes for their children's care and helps children feel secure. The provision offers clear information for parents, including a monthly newsletter, verbal feedback, the parents notice board and a daily written diary sheet. However, there are limited opportunities to exchange information and share knowledge with carers other than parents. Information sessions are held to give parents greater detail of the Early Years Foundation Stage and their individual children's development and progress.

The quality and standards of the early years provision

The quality of care and education is good. Children's welfare, learning and development opportunities within the provision are promoted through the staff working together well as a team. Children are making good progress and staff help them to learn how to remain healthy, stay safe, enjoy and achieve, make positive contribution and develop their skills for the future.

Staff have undertaken external and internal training to familiarise themselves with the Early Years Foundation Stage. They are continuing to develop their practice with this area. There are appropriate systems in place for observing and recording what children do and know and staff use these records effectively when planning children's future learning.

Staff provide both planned and impromptu opportunities for children in all areas of the nursery. They remain attentive to both their physical and emotional needs, for example, cuddles, eye contact and soothing conversation to help young children

settle. They enthusiastically participate in children's play and extend children's understanding in all areas of learning, for example, older children and staff enjoy role play, choosing the music they will dance to and how they use the music centre. Consequently, children are able to contribute their own ideas, are eager to participate and become engrossed in their activities.

A good variety of play opportunities are available to all children, including planned periods of worthwhile physical play both inside and outside. All children benefit from the wide range of resources and take delight in looking at books and listening to well read stories. Attractive displays of children's work in all areas of the nursery show that children enjoy a range of creative materials in two and three dimensions. Photographs show that staff plan exciting activities that help children develop their understanding of the world around them.

Staff create a secure and generally safe environment and carry out risk assessments to minimise identified hazards. However, these are not always recorded fully or brought to the attention of the manager and the caretaker, for example, the seal on the bottom of the patio doors is a trip hazard, although staff take extra care when taking children into the garden area. Children are well protected from illness and infection because staff maintain very high standards of hygiene. Registers and accident are completed within the rooms and parents provide written permission to allow administration of medication.

Children enjoy organic foods at meal times, which are prepared externally and staff ensure that their dietary needs are met and that their special dietary requirements are known and met. Parents are shown the menus allowing them to decide and choose which foods they do not wish their children to consume.

Children are very well behaved and are forming trusting relationships with staff. They are beginning to understand that the nursery has rules to ensure that they are kept safe and that they should have respect for others. Children are supported in developing their independence, for example, staff encourage them to self-select at snack times and put their own coats on.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met