

# Starfish Children's Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY365640
<b>Inspection date</b>	08/10/2008
<b>Inspector</b>	Jacqui Lloyd / Joanne Lindsey Caswell

<b>Setting address</b>	19 Boxgrove Lane, GUILDFORD, Surrey, GU1 2TD
------------------------	--

<b>Telephone number</b>	01483 877975
<b>Email</b>	starfish@casterbrigecae.com
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 Day Nursery has been established since 2002, although it was re-registered in 2007 when it became part of the Casterbridge Care and Education Group. The nursery operates from a detached building in Merrow, Guildford, Surrey. Children are grouped into five main rooms with the use of additional areas such as a restaurant area and common play area. There are three fully enclosed outside play areas. The nursery offers full day care and is open Monday to Friday from 07:30 to 18:00. The nursery is registered on the Early Years Register and may care for a maximum of 96 children at any one time. There are currently 143 children aged from three months to five years on roll. Of these 20 receive funding for nursery education.

The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. A team of 29 staff work with the children. Of these, one staff member holds Qualified Teacher Status, two members hold a qualification at degree level and 15 hold a recognised childcare qualification. A further nine members of staff are currently working towards a childcare qualification with Casterbridge Academy. The nursery receives support from Surrey Early Years and is working towards their Quality Assurance Scheme.

## **Overall effectiveness of the early years provision**

First-rate leadership and management ensure all identified weaknesses are swiftly addressed with the implementation of immediate action plans and improvement programmes. This is particularly evident in the aspects identified at inspection relating to the provision of children's health, where, once information is brought to the manager's attention, practice is immediately reviewed. As a result, the nursery's capacity for improvement is exceptional. The nursery has very good systems in place to support each child's individual needs with very strong partnerships in place between parents/carers and external agencies. Planning and assessment formats are still evolving and staff have a good understanding of the Early Years Foundation Stage. However, information gained from observations is not always used effectively by all staff to plan for children's next stages in learning.

## **What steps need to be taken to improve provision further?**

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

- continue to improve the use of assessment throughout the nursery to ensure staff consistently use information gathered from observation to effectively evaluate children's development and identify their next stages in learning
- improve cleanliness throughout the nursery paying particular regard to bathrooms and toilet areas to ensure all areas are clean and hygienic for children
- review the use of the outside areas to ensure children can access these continually throughout the day

## **The leadership and management of the early years provision**

The nursery manager is highly effective in her role as she is exceptionally enthusiastic and motivated. She has high aspirations for the nursery and these are reflected in the expectations she places on her staff. There is mutual respect shown between staff and the nursery manager which results in a very dedicated, professional and highly committed team. Staff from the nursery's head office provide excellent managerial support and are actively involved in raising standards and ensuring high quality care. Professional development is given high priority and the provision of the company's own training academy presents opportunities for all staff to undertake training and obtain further qualifications.

The nursery undertakes detailed and comprehensive self-assessments and audits to evaluate quality and practice. The nursery manager makes full use of these systems to identify areas for development and takes necessary action to make immediate, and on-going, improvement.

There are excellent links in place between the nursery, parents/carers and other professionals. This ensures children's individual needs are fully met. For example, staff establish strong partnerships with agencies such as physiotherapists, speech and language therapists and local schools.

Comprehensive written records, risk assessments, safeguarding procedures and safety measures support the welfare of children and ensure all children's individual needs are met.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time at nursery and arrive with enthusiasm and great anticipation. There is a strong emphasis on fun throughout the nursery and staff plan an extensive range of practical play and learning opportunities. An effective key person system and support buddy system ensures all children feel valued and helps them to feel emotionally secure with adults who know them well. Positive relationships are encouraged throughout the nursery. For example, children learn to play co-operatively and to show kindness and respect for each other and their belongings. A 'buddy bench' in the outside play area helps children to form friendships and to recognise when other children need company. This encourages a caring and nurturing environment.

Children achieve well and develop positive attitudes towards learning as staff know the children well and recognise their individual interests. Staff carry out regular observations on children's learning and some staff evaluate assessments to identify children's future development. However, this practice is not consistent across all areas of the nursery. As a result, some children's next stages in development are not always identified and planned for.

Children develop awareness of keeping safe and understand how to play safely and maintain a safe environment. This is supported through discussion and topic work.

Generally, the promotion of children's health is effective. Appropriate measures are taken to prevent the spread of infection.

Most areas of the nursery are kept appropriately clean and hygienic. However, on the morning of the inspection, a flood in the bathroom impacted on this, meaning the bathroom was not sufficiently clean and hygienic. The nursery manager's immediate identification of this issue and her ability to manage unexpected situations calmly and extremely effectively, led to arrangements in place for a thorough deep-clean to make a rapid improvement of this.

Children enjoy freshly prepared, healthy and nutritious meals. The menu is interesting and well-balanced and children clearly enjoy their meals and the social opportunities presented to them at lunchtime.

The nursery has inviting play areas, both inside and outside. The outside play areas are used generally effectively to support learning. However, children's access to these areas is sometimes restricted and this prevents children from benefiting from continual access to outside play and an extended range of learning opportunities.

There is good provision in place to support children's language, numeracy and communication skills. External teachers and specialists visit the nursery to offer additional activities, such as, yoga and computer skills, and these contribute fully towards broadening children's learning and ensuring their future economic well-being.

Staff have a secure understanding of the early learning goals and provide fun activities for children which promote their development and encourage children to be active learners. For example, staff respond positively to children's own interests and curiosity. This is particularly evident when children find insects in the outside area and staff extend this activity by providing relevant resources for children to study bugs and learn about nature.

The provision for extending children's language is particularly good. Babies and younger children develop effective communication skills and staff respond positively to babies' non-verbal communication. Older children converse confidently with one another and develop early literacy skills as they undertake writing for a purpose and have a good understanding of phonics and letter sounds.

The provision for children's social development is very good. All children feel valued and play socially with one another. Staff promote an extremely happy and positive atmosphere and the sound of children's laughter is evident throughout the nursery.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since 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.