

# Little Stars Day Nursery (UK) Ltd T/A Bright Stars Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY375142
<b>Inspection date</b>	07/11/2008
<b>Inspector</b>	Denise May Smith
<b>Setting address</b>	241 Park Road, PETERBOROUGH, PE1 2UT
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<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**

Little Stars Day Nursery (UK) Ltd Trading as Bright Stars Day Nursery was registered in 2008 and operates from three main play rooms within a converted bungalow in the centre of Peterborough. The premises have been designed to be accessible for all. A maximum of 50 may attend the nursery at any one time. The setting is open daily from 08.00 to 18.00 all year around. All children have access to secure outside areas.

The pre-school is registered on the Early Years Register and there are currently 72 children on roll in the Early Years age group. Children come from Peterborough and the surrounding area. The nursery supports children who may have learning difficulties and/or disabilities and those who speak English as an additional language. The nursery is in receipt of government funding and works in partnership with other settings providing the Early Years Foundation Stage (EYFS).

The nursery employs 15 members of staff, including the manager, all of whom hold appropriate Early Years qualifications.

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

The setting effectively promotes equality of opportunity and meets the needs of all children. The diversity of children, their families and their communities are valued and respected. Staff take the time to understand the backgrounds of the children they care for, they work closely with parents and carers to gather knowledge about their cultures and home language and work hard to reflect this in the setting and the care provided. In the relatively short time since this provider has taken over the ownership of this nursery huge, positive changes have been made which significantly impact on the quality of what is provided for the children. The tireless work of the provider and manager together with an exhaustive action plan for future development, provide an outstanding platform for continuous improvement.

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

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

- ensure that the systems in place are effective in monitoring children's progress from birth towards the early learning goals, this relates to the children's records of achievements being kept up-to-date
- ensure that the safeguarding children policy is written in line with Local Safeguarding Children Board (LSCB) local guidance and procedures, this relates to if any allegations are made against a member of staff.

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

Positive, varied systems are being developed to help the staff and management reflect on practice and evaluate the care and learning provided. The manager has recently attended training on how to use self evaluation effectively to promote positive outcomes for children. Effective links have been formulated with parents, carers and outside agencies. Parents receive a multitude of good quality information about the setting, their children's care, learning and development. Parents speak highly of the setting and care has been taken to establish varied methods of communication with parents and children who speak English as an additional language. Initial links have begun to be made with other providers of the Early Years Foundation Stage (EYFS).

Staff have attended or are booked onto many child care courses and workshops including safeguarding training in order to ensure children's welfare is effectively promoted. Staff are confident to put the safeguarding systems into practice and have direct access to relevant information if required. Policy documents underpin this practice, but the policy regarding the process to be followed if an allegation was to be made against a member of staff is not written in line with the Local Safeguarding Children Board. Robust staff recruitment systems are in place which ensures that all adults who have access to the children are suitable and remain suitable to do so. Staff files contain all relevant information and recruitment promotes equality of opportunity.

The nursery practice is underpinned by mostly effective policies and procedures. Staff take ownership of these policies and parents have easy access to these and many other relevant child-related articles and information documents. The good deployment of staff and easy access children have to resources ensures children receive a balance of support and independence.

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

Excellent premises and resources provide an environment that nurtures children's care and learning. Staff are enthusiastic and knowledgeable about how children learn and support the children at their activities well, providing a good balance of adult and child led activities. Children who have learning difficulties and/or disabilities are fully included in the life of the setting. Staff are proactive in supporting all children to ensure their individual needs are effectively met.

All six areas of learning are well promoted and are given equal attention making sure that all children have access to a well balanced experience. Young children enjoy the good range of activities available which are offered at suitable levels according to the children's individual developmental levels. Staff take time to get to know the children, to understand how they learn and devise individual learning programmes for their key children. This results in the children engaging in their play and learning, which helps them to make good progress towards the early learning goals. Staff make regular observations of children's achievements and use this information to highlight their next steps of learning and influence their individual plans. This information is transferred into their records of achievements. However, staff find it hard to maintain these documents balanced against maintaining the good quality of practical care on a day-to-day basis.

Children's physical development is particularly well promoted as all children have many opportunities to enjoy the fresh air, all year around. They practise their climbing skills as they climb on the rope wall, balance on beams and wobble boards, climb and slide on a variety of equipment. Staff work with parents who have particular skills in gardening to provide them with support as they encourage children to plant and tend a vegetable patch. Children also enjoy digging in the large sand and soil pits providing children with a wealth of experiences. The six areas of learning are effectively promoted throughout the nursery and in the outdoor environment. Children mark-make on the outdoor easels and chalk wall, they play in the glittery water and develop their imaginations with a wealth of role play equipment and scenarios provided in the outdoor areas such as hide away shelters and a large well equipped play house.

All children, including the babies and toddlers, delight as they play in the sand and explore a variety of textures. Toddlers experiment in mark-making in the shaving foam and pre-school children get really messy as they make their own play dough turning the end result into pretend ice-creams. Staff interact with the children on all levels, promoting their developing language skills. They listen to the children, engage them in conversation and support them with their critical thinking and problem solving skills. Numbers are used throughout their play, staff encourage children to count in everyday situations and they apply this knowledge in their play. For example, children play a game of dominoes counting the dots to see if they match. The children use a range of information technology throughout the nursery. This together with their developing language skills, their understanding of numbers and the promotion of their self esteem significantly contribute to their future economic well-being.

Children across the nursery are encouraged to develop their skills so that they learn to keep themselves safe and well. They are encouraged to wash their hands and understand why it is important to have good personal hygiene. They learn about healthy eating and healthy lifestyles. They are cared for by staff who are all trained in first aid and know how to respond appropriately if children are ill or have an accident. Children behave well. Positive strategies are in place to ensure children learn to share and understand the effect their behaviour has on others.

## 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>	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

<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

The provider confirms that the requirements of the voluntary 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.