

Starjumps Nursery

Inspection report for early years provision

Unique reference number EY376291
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Inspector Jill Nugent

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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 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

Starjumps Nursery registered in 2008 and is part of The Becc Children's Centre in Borehamwood. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to an outdoor play area. Access to the children's centre is at ground level directly from the car park.

A maximum of 44 children in the early years age group may attend the nursery at any one time. Currently there are 30 children on roll. The nursery supports children with learning difficulties and/or disabilities, and also children who speak English as an additional language. A total of six staff are employed in the nursery and all hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a welcoming and inclusive service as part of the children's centre. Staff offer an attractive and stimulating play environment which encourages children to explore independently and develop new skills. They are attentive to children's well-being, ensuring that children are kept safe and healthy whilst in their care. Children's individual needs are taken into account in most aspects of the provision. Staff are beginning to monitor and evaluate their practice in order to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the system for observation and planning in order to clearly identify children's next steps and plan to meet their individual learning needs
- ensure that all daily safety checks are kept up to date to enable staff to continually minimise any risks to children
- ensure that equality of opportunity is promoted throughout the daily routine so that children feel included at all times
- develop the use of self-evaluation to identify the strengths and weaknesses of the provision and highlight areas for further improvement.

The leadership and management of the early years provision

The nursery has all the required documentation in place and their paperwork is easily accessible. Staff are well qualified and work together effectively as a team. There are comprehensive induction and appraisal systems in place which help all staff to meet training needs and pursue their own professional development. Staff follow a flexible daily routine which allows them to move around and interact with

children according to individual needs. Children also have opportunities to take part in group activities during the day, although staff deployment is not sufficiently effective to ensure all children benefit fully from these learning experiences. The manager has introduced a system of self-evaluation and staff are aware of some of their strengths and weaknesses. They have put much effort into setting up a stimulating learning environment for children and are working closely with a qualified teacher in order to address areas of their practice requiring further improvement.

Staff work closely in partnership with parents and carers. Parents receive an attractive brochure which includes information about the nursery and guidance on settling children into the setting. They exchange information with staff through the use of written diaries and in this way are able to enquire about their children's care or raise any issues of concern. Staff make particularly good use of photographic displays to increase parents' knowledge and understanding of how children are learning through the planned activities. A monthly newsletter informs parents about the current theme and encourages them to be involved in their children's learning. Staff have a sound knowledge and understanding of safeguarding issues and there are appropriate procedures in place with regard to noting any concerns about children. They liaise closely with the centre manager and ensure confidentiality is maintained in any communications with parents.

The quality and standards of the early years provision

Children enjoy choosing from a wide range of attractive resources, in spacious indoor and outdoor play areas, which enables them to follow up their own interests within a relaxed environment. Staff offer good support, interacting to enhance the learning experiences for children, for example, as they enjoy sand and water play. In this way children are encouraged to become active and independent learners. They gain confidence, becoming happily involved in all sorts of play and exploration. Staff respond to children's interests by joining them in their chosen activities to encourage and extend their learning. Children behave well and make friends with others as they join in conversation, for instance, when drawing or painting at the large easels. Staff supervise children closely and act as good role models in promoting respect for others. Their organised group times for stories and songs help children to develop a sense of belonging, although on occasions children feel a little excluded and become distracted.

Staff plan the educational programme around a number of themes, rotating the resources and activities so as to cover all areas of learning. They have introduced a system for observing children's progress towards the early learning goals and are creating learning journeys for individual children to show their ongoing development. Staff's observations are useful in gauging children's progress although they are not yet identifying children's next steps and using these to guide future planning. At present they are working together to develop their planning to enable them to focus and monitor children's learning more effectively. Children are developing skills within the areas of literacy and numeracy through various activities, such as sharing books, learning number rhymes and playing picture games. They find out about aspects of the natural environment and are looking

forward to growing vegetables in new planting beds. There are good opportunities for them to use different materials and express their own ideas in art and craft activities and in role play.

Staff promote children's welfare effectively through the implementation of a set of relevant policies and procedures. They are particularly attentive to health and hygiene, encouraging children to become aware of healthy lifestyles. Children enjoy the provision of a fresh fruit table every day and take part in food preparation activities, for example, making a fruit yoghurt. They benefit from the social aspect of mealtimes as they sit and eat with adults. Staff ensure that all children's dietary needs are catered for correctly. Children are free to use the outdoor play area whenever they wish and so develop physical skills which help to keep them fit and healthy. Staff prioritise children's safety whilst in their care. Regular risk assessments are carried out to ensure that any risks on the premises are minimised. Useful daily safety checks support the system of risk assessing although these are not always kept up to date. Staff show a caring attitude towards all children, checking on their individual well-being if necessary. Children learn about a wider society through talking about themselves and others as they participate in activities based on festivals and celebrations.

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?	3
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?	3
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?	3

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

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.