

Little Stars Day Nursery

Inspection report for early years provision

Unique reference number	EY375145
Inspection date	10/11/2008
Inspector	Louise Brawn / Denise May Smith
Setting address	124-128 Dogsthorpe Road, PETERBOROUGH, PE1 3AL
Telephone number	01733 312612
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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

Little Stars Day Nursery opened in September 2003 and re-registered as a limited company in April 2008. It operates from five rooms in a converted school. It is situated in a residential area close to the centre of Peterborough. The premises have been designed to be accessible for all. The nursery opens five days a week for 52 weeks of the year. Sessions are from 08:00 to 18:00. All children share access to a securely enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for 95 children from three months to five years. The setting also provide after school care for children aged four to 11 years. There are currently 171 children on roll. Children can attend for a variety of sessions. 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 is also registered on the voluntary and compulsory part of the Childcare Register.

The nursery employs 27 staff, of these, 21 members of staff, including the manager, hold appropriate early years qualifications and two are working towards a qualification.

Overall effectiveness of the early years provision

Little Stars Day Nursery provides effectively for children in the Early Years Foundation Stage. The staff create a safe and welcoming environment and ensure that all children benefit from the wide range of activities. They work closely with parents and provide them with good information about the setting and their child's care and learning. The manager is aware of the strengths and areas for improvement within the setting and is committed to improving the provision for children who attend.

What steps need to be taken to improve provision further?

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

- maintain up-to-date assessment records and continue to develop the ongoing dialogue with parents in contributing to these assessments of their children's achievements
- ensure effective systems are in place that meet the individual needs of all children (this refers to children being suitably clothed for outdoor activities)
- develop further systems that encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. For example, robust recruitment and vetting procedures are in place ensuring that children are cared for by suitable staff. Staff are knowledgeable about their own roles and responsibilities in safeguarding children and attend relevant training courses. Staff are committed to accessing further training in order to keep their practices up-to-date. This helps to promote children's care and learning. The Manager has implemented appropriate systems to monitor and evaluate the provision which identifies strengths and areas for improvement. For example, developing ways of gathering information prior to children starting at the setting. However, currently these systems do not fully involve staff or parents.

Children are cared for in an environment where their safety is a priority. Staff carry out regular risk assessments which enable children to move around safely and independently under close supervision. Staff ensure their service is inclusive for all families and fully support children who are learning English as an additional language. The setting also cater for children with learning difficulties and/or disabilities. Staff work with parents and other professionals to establish information on children's care and interests. There are informal links with other professionals and local schools to ensure that the children's needs are generally planned for across the differing provisions that they attend.

The quality and standards of the early years provision

Children are provided with a wide range of opportunities to make good progress across all areas of learning and development. Information regarding children's achievements, interests and needs is used to support children to take the next step in their learning and development. However, due to time constraints assessment records are not always kept up-to-date or include contributions from parents. A balance of adult-led and child-led activities are incorporated into planning resulting in children being active learners. All children have equal access to activities and equipment wherever possible, and as a result, gain the most from the learning opportunities provided.

Children enjoy their time at the setting and have formed good relationships with the staff and with each other. They learn to share and take turns and help one another. For example, during tidy up time, five children worked together as they rolled up a car mat and carried it over to the cupboard. The environment is well planned to promote communication and literacy skills, particularly for those children who speak English as an additional language. Good, clear displays of text in children's home languages are apparent throughout the nursery, and activities and resources are planned to meet the needs of all the children who attend. Children enjoy spending time in the book corner and participate enthusiastically when they are told about the adventures of 'brother' at the weekend.

Children are provided with a wide range of tools and materials to be creative such as foam and Rice Krispies. They engage easily in conversations with each other and

in small and large groups. Children confidently welcome other children into the setting and enjoy joining in with songs with simple actions. The provision is good at extending children's knowledge and understanding of the world by providing them with a range of information communication technology (ICT) equipment, a vegetable patch and some pet chickens. Children are able to develop their physical skills and coordination by taking part in activities both indoors and outdoors. However, suitable clothing is not always worn when playing outside or when cleaning out the chickens.

Staff have a good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. Regular risk assessments are carried out and staff have a clear understanding of child protection and implement their policies appropriately. Children's good health is well promoted as they are encouraged to wash their hands before eating and older children clean their teeth after lunch. Many of the children attending the setting have English as an additional language and staff take account of this as they work with the children. Some of the staff are bi-lingual which helps with communication and ensures all children and families are welcomed into the setting.

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

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.