

Little Stars Day Nursery

Inspection report for early years provision

Unique reference number EY260484
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Inspector Lindsay Ann Farenden

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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

Little Stars Day Nursery opened in 2003. It operates from a detached house in a residential road in Worcester Park. The accommodation includes four nursery rooms, kitchen and staff areas, and an enclosed rear garden for outdoor play. The nursery is open each weekday from 07:30 until 18:30 for 51 weeks of the year. Children attend for a variety of sessions and usually live within the surrounding area. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is registered to provide care for up to 30 children in the early years age group. There are currently 59 children on roll, of which 16 are in receipt of early years funding. The provider also has one other nursery.

The nursery employs 11 staff. Eight of the staff including the manager hold an appropriate early years qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is good. All children relish their time at the nursery and take part in a wide range of activities and outings which promote children's learning and interests. The provider is very committed to providing an inclusive environment in which every child matters. Continuity of children's care is actively promoted through the excellent partnership with parents. The provider is very aware of the strengths and areas for improvement within the setting and, working with staff, constantly strives to improve the outcomes for the children who attend the nursery.

What steps need to be taken to improve provision further?

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

- continue to develop planning so children's individual next step of learning is linked further to the weekly planning

The leadership and management of the early years provision

Children benefit from very bright and attractive premises in which dedicated rooms for children of different age groups are equipped with good quality play resources and furniture. The nursery provides a well organised, stimulating, inclusive play and learning environment. Children are very well supported in their care and learning due to a high proportion of qualified and enthusiastic staff, who get fully involved with children's play. Rigorous recruitment and induction procedures ensure staff are suitable to work with children. Staff have clear roles and responsibilities and are well supported by the management team to develop their knowledge and experience through the effective appraisal system, individual

supervision, regular team meetings and training. Robust policies and procedures which are regularly reviewed underpin the efficient day to day running of the nursery. The provider is continually improving the nursery provision, for example, through a quality assurance accreditation scheme and through using the self-evaluation to prioritise future developments through a working action plan. For example, there are plans in place to develop the garden area.

Children are cared for in a clean and secure environment. Comprehensive risk assessments ensure high priority is given to children's safety both inside and outside of the nursery. Fire fighting equipment is regularly checked and fire drills take place to ensure staff and children learn to leave the premises quickly and safely. Children's welfare is safeguarded because staff are aware of the child protection policy and understand the procedures to follow if they have concerns about a child.

Staff are totally committed to the integration of children with learning difficulties and/or disabilities in the nursery and work closely with parents and associated professionals to meet each child's needs. Staff are sensitive to children who have English as an additional language and gather words in the child's home language to help communicate with them. Children become aware of their own and other cultures through a range of toys reflecting diversity, planned activities and as they celebrate a variety of festivals.

The partnership with parents is a clear strength in the nursery. Parents are given a welcome pack which includes details of the Early Years Foundation Stage framework and the complaints policy. High priority is given to help children settle into the nursery. Home visits mean that the child can get to know their key person, so they have a familiar face when they start at the nursery and provide parents with a valuable opportunity for their wishes and preferences to be discussed and agreed. Parents are provided with excellent information about their child's day through daily written diaries for the younger children and white boards outside each room with details of meals, all activities children have undertaken and specific stories that have been read to them. They are kept very well informed of their child's progress through parents' mornings and well written informative reports. Parents' comments and suggestions are sought through questionnaires which helps support an open relationship with parents as staff value their views. Comments from parents show they think highly of the staff's commitment to their children.

The quality and standards of the early years provision

Children are cared for in a calm atmosphere by staff who are kind and caring, which results in contented and happy children. Lots of happy laughter takes place as the staff interact very well with the children. They are making good progress in all areas of learning as staff have a good knowledge of the Early Years Foundation Stage. Right from the start, staff find out from parents, children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. Staff make regular observations and record children's achievements and use these effectively to plan activities for each individual child to help take the next step in their learning, although these are not always fully linked

to weekly planning. Each child has their own learning journal which contains photographs, observations of children's achievements and art work and parents are encouraged to contribute to these with photographs of activities they do at home. This is wonderful record of their time at the nursery and is given to parents when their child leaves to treasure in the years to come. Children's behaviour is managed appropriately for their age and stage of development and they benefit from continual praise for their achievements and good behaviour.

Babies have plenty of space to move around and busily explore manufactured toys. Staff endeavour to spend one to one time with the babies and early communication skills are well supported through these good quality adult interactions with them. Children show great enthusiasm as they sing action songs in a hearty manner. Children's affection for books is fully nurtured, as staff take every opportunity to look at pictures and read stories to them on an individual basis and in small groups. Visits to the local library further enhance children's interest in books. All children including babies have daily use of creative materials, enabling them to develop a wealth of exploratory and sensory experiences, for example, painting in various ways, including hand and foot painting, exploring shaving foam, play dough, writing materials, sand and water. The role play areas provide good opportunities to make connections between their play and real experiences. For example, children pretend the dolls are babies and make meals with play foods, and an area in one room is set up as a doctor's surgery. Older children enjoy printing with a variety of letters and counting the number of cups of water it takes to fill up a bowl during water play. Children enjoy doing puzzles and staff offer them good support, making suggestions as to how they can match pieces and extending their mathematical thinking. Children use the computer with developing skill, which is demonstrated by their ability to navigate around the screen using the mouse.

Children have garden play in all weathers which contributes to a healthy lifestyle, using a wide range of equipment to develop their balance and coordination. When it is raining they use umbrellas, put on appropriate clothing and have great fun playing outside. They learn about the wonders of nature as they explore snails and plant vegetables and watch them grow. Staff organise sessions when goats and sheep are bought into the nursery, so children can experience seeing real animals.

Children have excellent opportunities to develop an awareness of the local community and the world around them, through planned activities, visitors to the nursery and outings. They walk to the local shops to buy ingredients for cooking activities; young children enjoy the bus ride to a soft play centre. Older children talk with great excitement about how they went on the bus and train to visit the Natural History Museum and saw dinosaurs and a giant whale. During outings children learn about how to cross the road safely.

Staff maintain high standards of hygiene throughout the nursery to protect children's health and children are learning good routines themselves. For example, older children know they need to wash their hands so they do not get germs. A significant number of staff are qualified first aiders and first aid boxes are placed in easily accessible positions. All accidents are accurately recorded and shared with parents. Effective measures are in place for the storage and administration of

medication. Meal times are a pleasurable experience for children where they sit together and enjoy freshly cooked lunches and teas. Full consideration is given to children's specific dietary requirements. Older children's independence is developed as they serve their own meals and help themselves to drinks that are kept at their level at all times. Babies and younger children are offered drinks regularly throughout the day.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	1
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