

Bright Stars Nursery

Inspection report for early years provision

Unique reference number EY305333
Inspection date 26/06/2009
Inspector Samantha Smith / Hazel Mclean

Setting address Edmonton District Scout Headquarters, Scout Hall, 19
Tristram Drive, London, N9 9TQ

Telephone number 02088879217

Email brightstars19@tiscali.co.uk

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

Bright Stars nursery was registered in 2005. It is located in Edmonton Scout Community Hall in the London Borough of Enfield. The nursery is open each weekday from 08:00 to 17:45 all year round.

A maximum of 40 children from birth to under five years may attend the setting at any one time. There are currently 45 children on roll in the early years age group. The nursery supports children with learning difficulties and also English as an additional language. They are registered on the Early Years Register, compulsory and voluntary parts of the Childcare register.

There are 16 members of staff, including the Area Manager. 15 have a Level 3 early years' qualification.

The nursery receives regulatory support from the Local Authority. They have links with the local schools and other nursery education settings.

Overall effectiveness of the early years provision

The overall quality of the provision is inadequate. The organisation of the setting does not fully support children in the Early Years Foundation Stage (EYFS). The provision for the younger children is sound. They benefit from the good levels of care and positive interaction with staff. However, the poor management of children's behaviour and lack of challenge provided for the older children impacts on the quality and effectiveness of the overall provision in meeting all children needs. The setting demonstrates an awareness of some of areas for improvement; they have yet to address the more significant ones.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop systems for monitoring and evaluating the quality of the provision for learning and development. (Educational programmes) 15/07/2009
- manage children's behaviour effectively and in a manner appropriate for their stage of development and particular needs (Behaviour management) 15/07/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 15/07/2009

To improve the early years provision the registered person should:

- review the organisation of group times to ensure that these are used effectively and focus on helping children to build respectful and caring relationships and meet all children's needs

The leadership and management of the early years provision

The setting has recently had a new manager and the team has yet to fully establish itself. At present, the setting is not effectively organised and systems for monitoring the provision are not yet fully developed to bring about change, and improve outcomes for all children. There is a portfolio of written policies and procedures in place to support the nursery; however, these are not implemented by all staff. For example, the procedure for managing children's behaviour is not always followed and this has a significant impact right across the provision. All staff hold a relevant qualification and generally demonstrate through discussion a sound understanding of the EYFS: however, this is not reflected through the learning environment or in teaching methods. Observation and assessment are used to inform planning and take into account children's particular interests. Information gathered from parents is used to identify children's starting points.

Partnerships with parents are generally sound. Staff communicate with parents regularly each day, informing them about their child's day care. In addition, parents receive written feedback detailing this. Newsletters and the parents' notice board keep them up-to-date with events, and the policies and procedures are made available in the hallway. Parents are invited to attend children's profile meetings regularly throughout the year. They are encouraged to contribute their own observations and ideas.

Children and staff come from various backgrounds and children's awareness of difference is created through displays of positive images, celebrations of different festivals and through a selection of dressing up clothes. The setting has recently taken steps to review their menus to reflect the various cultures of the children attending and increase resources. However, children's individual needs are not always considered or valued at all times. While planned daily routines provide children with some structure to their day, the poor organisation of circle, story and mealtimes results in some children's needs not being met because they are inappropriately grouped together. Weaknesses in behaviour management result in overly boisterous behaviour which compromises children's safety.

There are sound systems in place to ensure that children are appropriately safeguarded; written policies and procedures include child protection, complaints, risk assessments, and recruitment and vetting procedures, of which staff demonstrate a sound understanding.

The quality and standards of the early years provision

The learning environment is not well planned to meet the needs of all the children. This is because children's access to some resources is restricted. For example they are either unable to use the computer because it is not switched on, or staff do not support them in this. Children are provided with pencils and paper and other creative tools, however, there are limited opportunities for children to convey that writing has meaning. Children are not always given opportunities to develop independence through daily routines, such as preparing for lunch and snack times or tidying up. Outdoor play features a regular part of the daily routine and children enjoy the freedom that this free flow provides. However, activities in the outdoor area are not well organised by staff and, as a result, children do not engage appropriately with the resources provided. For example, when using the bikes, the older boys crash into each other and use them for climbing. When playing with tennis bats they use them to hit each other.

Some children display high levels of challenging and negative behaviour. While some staff are confident in their role in managing children's behaviour others are less secure. Although there is a written policy in place and staff demonstrate their awareness of this, in practice they do not use consistent strategies or offer appropriate explanations to help children develop an understanding of right and wrong or the effect of their behaviour on others. Consequently, children are not learning how to protect or assert themselves in an appropriate manner.

Babies are well settled in their secure, comfortable and cosy environment, where they have developed strong and caring relationships with staff. They enjoy free access to a range of developmentally appropriate toys and resources. They are provided with sufficient opportunities to progress and develop and are well supported by staff, who spend time on their levels engaged in play and encouraging them to explore the toys and resources provided. Initial meetings with parents enables staff to gather information about children's likes, dislikes, care needs and personal routines, which they incorporate well into the daily routine. With the exception of mealtimes and group times when they are grouped together with the older children.

Children's general health is promoted through the written policies and procedures in place, of which, staff display sound knowledge. Children benefit from the provision of healthy meals such as vegetables and pasta cheese, and children with dietary requirements have their needs met. Snacks generally consist of a selection of fruit, breadsticks and water, and children have access to regular drinks throughout the day. High regard is paid to staff hygiene practices. Staff wear disposable gloves and aprons when changing nappies, at meal times they wear hair nets, and outdoor shoes are not permitted in the baby rooms, there is colour coded system for different cleaning cloths, and gloves and hand sanitizer is provided before entering each room.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 15/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 15/07/2009