

Little Stars Day Nursery

Inspection report for early years provision

Unique reference number EY219327
Inspection date 26/05/2009
Inspector Samantha Powis

Setting address 39 Penn Hill Avenue, Poole, Dorset, BH14 9LU

Telephone number 01202 741437

Email

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 has been registered since 2002 and is situated in a residential area of Lower Parkstone, within easy access of Poole town centre. The nursery is privately owned and operates from a large detached house that has been adapted to accommodate the nursery. The accommodation consists of seven playrooms, set on several different levels. Secure outdoor play areas are provided, which allow children to engage in a range of activities and grow their own fruit and vegetables.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for children up to the age of eight years. A maximum of 65 children may attend at any one time. The nursery is open Monday to Friday from 08.00 until 18.00 all year round, except for bank holidays and a week at Christmas. They serve the local community and surrounding areas. The nursery support children with learning difficulties and/or disabilities and children for whom English is an additional language. There are currently 160 children on roll, 145 of these are in the early years age range.

In addition to the joint managers who are both qualified teachers and one of whom holds Early Years Professional Status, the nursery employs 12 members of staff, all of whom hold or are working towards level 2 or 3 qualifications in childcare. The nursery receives support and advice from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very happy and settled within the well organised nursery environment, where children have many opportunities to explore and learn both indoors and out. Excellent relationships are established with parents who regularly exchange information with key workers, this helps staff to ensure children's individual care and learning needs are supported well. The management and staff team have clear aims and constantly evaluate their practice to make positive improvements which benefit children's experiences.

What steps need to be taken to improve provision further?

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

- continue to develop observations and assessment systems in order to identify learning priorities for each child based on their individual interests and development needs
- ensure all staff have opportunities to practise the emergency evacuation procedure, so they are confident in the event of an incident to fully support children's safety.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the registration system includes accurate times of children's attendance (Documentation)

29/05/2009

The leadership and management of the early years provision

Children benefit from the very well organised nursery environments, which offer them space and resources to rest, play and explore in safety. Their experiences are extended as they regularly engage in a full range of activities out of doors. Staffing arrangements ensure children are very well supervised at all times and thorough risk assessments are completed to help prevent accidents occurring. Children regularly practise the emergency evacuation procedures, however, not all staff have been involved in this to ensure they are fully aware of what to do in the event of an incident. Staff follow positive routines to support children's health. Most staff are first aid trained, ensuring they are competent when dealing with any minor injuries. There are clear procedures in place with regards to safeguarding children's welfare. Staff know what to do in the event of a concern to ensure prompt action is taken.

Overall, documentation is used well to support children's welfare. Written policies generally reflect the good practices followed and most staff are familiar with the settings procedures. There is a daily registration system to record staff and children's attendance, however, on occasions this is not completed fully to ensure accurate times of children's attendance is included. This is a breach in requirements.

Excellent relationships are established with parents to ensure children are well supported. The key person system ensures information is regularly exchanged about children's ever changing routines. Formal arrangements are in place to share detailed information about children's development, where staff and parents can contribute towards planning for children's progress. Parents are provided with lots of opportunities to develop their own knowledge of how staff use the Early Years Foundation Stage to support children's learning, enabling them to work consistently and further extend their children's learning at home. Parents can also choose for their children to participate in additional activities organised by the nursery such as swimming, tennis and French lessons.

The nursery are keen to make improvements to benefit children's experiences. The thoughts of parents, staff and children are regularly taken into account to identify strengths and areas for development. Recent major changes to both indoor and outdoor environments have had a positive impact on all the children attending. The managers have clear aims and goals and support staff in attending training or provide in-house workshops to update their knowledge and skills to enable them to better support the children they care for. Most recommendations raised at the last inspection have been addressed well.

The quality and standards of the early years provision

Children are motivated and participate fully within the interesting nursery environment, which helps to ensure they are making good progress in their learning and development. Staff ensure a good range of resources and activities are easily accessible to the children to allow them to make choices and initiate their own play. They confidently use both indoor and outdoor areas, benefiting from the wide range of opportunities available. For example, they explore the garden, observing how the fruit and vegetables they have planted are growing. Children are very confident and their personal, social and emotional development is supported well. They develop good relationships with the adults and other children within the setting and through resources and activities learn to value each person's individuality. Good systems help children to understand expectations regarding behaviour which helps them to negotiate and share when they play alone. For example, children know how many can play outside at any one time and are helped to take turns on the equipment such as the swing seat in the garden.

Children demonstrate high levels of confidence and self-esteem as they receive regular praise and encouragement from staff. They benefit from accessing the newly developed library area, which allows them access to a broad range of books and computer equipment. They learn to use books confidently from an early age and are encouraged to become aware of letter sounds and shapes. They benefit from the print rich environment which helps them to understand that print carries meaning. Older children use their name cards to indicate their attendance, and also identify when they have chosen to have their snack. Children's individual routines are respected to ensure they feel settled and secure. Younger children who require a sleep during the day are provided with quiet and comfortable sleep areas where they can relax. As children wake they are comforted by a familiar member of staff, who reads them a gentle story before they become involved in activities again, helping them to feel settled and secure.

Children are encouraged to follow positive routines which helps them to understand the benefits of a healthy lifestyle. They are taught from an early age about positive hygiene routines and enjoy eating the freshly picked fruit and vegetables from the garden. They are made aware of hazards and risks to help them keep themselves safe. For example, as they talk about and taste some of the fruit and vegetables they have grown they are reminded that they must only do this if an adult tells them it is safe.

Children are well supported by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. For example, children are encouraged to extend their awareness of number value and order as they are given some simple practical number problems at snack time to establish how many chairs and plates they need. Staff become involved in play, which helps children to become fully engaged. For example, they take on a role in the café, encouraging the children to write down their orders, developing their confidence in using mark making. Staff regularly observe children as they play. They are currently developing systems to identify the next steps for each child,

which will help to ensure that future plans are more focused on children's individual interests to further support each child's development needs.

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?	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?	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

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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