

Little Starz Day Nursery

Inspection report for early years provision

Unique reference number

EY386891

Inspection date

12/10/2009

Inspector

Carol Cox

Setting address

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Type of setting

Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Little Starz Day Nursery opened in 2009. It operates from converted commercial premises in Worle, Weston-super-Mare, North Somerset. Children have use of three playrooms, a hallway, sleep room and outside area. The nursery opens five days a week all year round, except for bank holidays. Sessions are from 8.00 am until 6.00 pm each day.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children under eight may attend at any one time. There are currently 72 children on roll who attend at different times during the week. The nursery supports children who have special educational needs. The nursery employs eight staff, all of whom hold at least a level 3 qualification. The nursery manager is a qualified early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery where they benefit from warm relationships with well qualified staff. Children make sound progress in relation to their starting points and experience a well balanced programme of activities which generally support the learning needs of all children. Staff have started to build effective partnerships with parents, carers and other services which support children, thus the individual needs of children are identified and met to ensure their inclusion. The nursery has recently commenced a quality monitoring scheme supported by the local authority. The nursery staff demonstrate a commitment to improvement through the continuing development of good practice.

What steps need to be taken to improve provision further?

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

- ensure the balance of activities on offer supports the learning of each child in relation to their age and stage of development and includes a good balance of indoor and outdoor activities
- provide easily accessible and current information for parents about their children's learning and development
- continue to develop the system to monitor and evaluate the quality of the provision to ensure good outcomes for all children

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues. There is a sound policy and procedure in place which gives staff clear direction of how they should proceed if they have a

concern about a child. This policy includes the procedure to be followed should an allegation be made against a member of staff. Information about policies and procedures is shared with staff at regular meetings and training needs identified through discussion. There are clear systems in place to ensure that all those who work with children are suitable to do so. Any students, new staff or volunteers are always supervised by staff. Parents are given clear information about how to contact Ofsted should they have any concerns about the care children receive. All policies and procedures are made easily accessible in writing to parents. The owner, manager and staff are well qualified and committed to improving their practice to achieve good outcomes for children. They have recently started a quality monitoring scheme sponsored by the local authority. The nursery demonstrate capacity for continuing improvement by successfully addressing recommendations from their last inspection. The staff group have identified the need to extend opportunities for children to move freely between activities both inside and in the garden. To achieve this the group have made an application for funding to improve the garden and equipment.

Children's learning and development is supported by skilled staff who generally work with the same groups of children. Resources are made accessible to all children, however, resources are limited and do not yet portray the diversity of people in the children's own community and the wider world. The needs of individual children are identified and met through working closely with parents and carers. Parents have regular opportunities for both informal chats and formal parents' evenings to look at their children's learning diaries and discuss their future learning. The nursery is developing partnerships with other agencies who offer specialist additional support for children.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled at the nursery because staff work closely with parents to identify and plan to meet children's individual needs. Children generally make good progress in relation to their starting points because staff have a sound knowledge of how children learn and develop. Staff are developing the system to record children's achievements and observations of their activities. Staff use these records and their knowledge of children's interests to plan activities to support learning in all areas. Children learn to be confident to speak in groups through regular activities such as Circle Time. Older children learn to recognise their own name cards and proudly self-register on the board. However, sometimes activities planned for the whole group are too long or too difficult for younger children who find it hard to engage. For part of the day children choose their own activities from a range planned by staff, based on their observations of children's interests and achievements. Children develop their own activities and are sensitively supported by staff who know how to challenge and extend children's learning. For example, a child cuts paper into different shapes, he does not know the word triangle but he describes it as a boat shape. A member of staff congratulates him and offers to fetch different paper and card for him to experiment with his cutting. The activity quickly becomes popular and other children join in. A young girl comes the table but can't find a pair of scissors, an older boy shows her where to find the scissors

and fetch the pair for her. Staff use photographs of the children throughout the nursery, for example, to make number lines or illustrate the story of the Bear Hunt. Children proudly identified themselves and show a good sense of belonging. The needs of individual children are carefully identified and staff work in close partnership with specialist agencies to seek support and ensure the inclusion of children with special educational needs.

Children feel safe at the nursery because staff have a good understanding of how to safeguard children. There are good procedures in place to ensure children's safety; visitors are asked to identify themselves and are recorded in a visitor's book. Children learn to keep themselves safe, for example, when a member of staff reminds a young child to carry scissors with the points facing downwards. There are good hygiene procedures in place to promote children's health and well-being, for example, children understand the need to wash their hands before eating. They learn about their own physical needs, for example, children decide when they are ready for fruit and drinks and so can finish activities they have already started. Staff use a positive approach to promoting good behaviour and children learn to show care and concern for others and are helpful around the nursery. Children learn about the world around them and develop the skills they will need in the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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