

Happy Stars

Inspection report for early years provision

Unique reference number EY335593
Inspection date 03/12/2009
Inspector Jackie Phillips

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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).

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

Happy Stars is one of two privately owned and managed day nurseries situated in Scunthorpe, North Lincolnshire. The setting registered under current ownership in 2004. The children are mostly cared for on the ground floor of the premises, however, school aged children receiving after school care or holiday care, use the playroom on the first floor. There is an enclosed outside play area. The nursery is registered to provide care for 52 children aged from two to under eight years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 101 children on roll, 70 of whom are within the early years age range. There is off road parking for parents and a ramp to the main entrance area.

The setting is open Monday to Friday 8am until 6pm. There are 30 staff members employed at the setting and all hold relevant childcare qualifications. In addition, a cook and a part time administrator are also employed at the nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress in their learning. They develop trusting relationships with adults who provide good support to ensure each child's individual needs are met. Effective partnership working between providers, parents and other agencies make a strong contribution to children's achievements and well-being. Improvements made since the last inspection have made a reasonable impact on children's care and learning. Future plans for development are based on a team effort following reflection and evaluation. To date, self-evaluation has not yet included the views of parents or children to make a valuable contribution for action towards continual improvement.

What steps need to be taken to improve provision further?

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

- ensure that records made available for parents regarding children's progress, consistently show how adults of the setting will plan for the next steps in children's learning
- develop the ways in which children can play a greater part in taking on roles of responsibility
- improve and develop storage solutions and the organisation of some areas to ensure hazards are reduced and available space is used more effectively
- ensure information relating to obtaining prior written parental consent for the setting to seek emergency medical advice or treatment when required is clearly in place
- implement meaningful ways in which parents and children can get involved in the setting's self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure setting. A varied range of recording and checking procedures exist to ensure children are safeguarded. The requirement to obtain written parental permission for the seeking of any necessary medical advice or treatment is, however, not clear. The setting takes steps to eliminate risk and help children to keep themselves safe. The premises lacks sufficient storage to ensure the environment is presented to a high standard, for example, uncluttered and well organised. Current nappy changing arrangements do not maintain children's privacy or respect their dignity because the area is not well situated. Despite recently being cleaned, some carpets are dirty and spoil the appearance of the interior of the setting.

The established team provide good support for each other and are committed to working in partnership with others to meet the needs of the children. Opportunities are presented to children throughout the day to encourage them to make some choices and decisions. Children benefit by adults operating a successful free-flow system, linking good access between indoor and outdoor play, according to children's individual wishes. There are some occasions when children are able to take on tasks of responsibility, however, this area of learning is under-developed.

The manager is motivated to seek further improvement and is keen to find ways to develop effective working practices. A detailed and comprehensive self-evaluation exercise, carried out by the manager with input from her team, identifies the vision for the setting to make continuous improvement. Much work has been done to create a warm and welcoming environment for children that is conducive to learning. Lots of information is displayed around the setting and parents are actively encouraged to share what they know about their child. The majority of toys and equipment are clean and in good condition. Additional resources have been recently introduced, particularly to benefit children when involved in outdoor water play. Adults have made good attempts to develop their understanding of their role in supporting individual children's care and learning needs. For example, when planning activities based on observation and assessment. Records of individual children's progress and development, stored in their profiles to share with parents, does not consistently reflect how adults of the setting intend to respond and move children onto the next stage in their learning.

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

Children make good progress towards the early learning goals in most areas of learning. They also make good progress overall in developing the personal qualities required to help them acquire skills for future learning. They form good relationships and behave well. Children are happy and relaxed, and confidently transfer from indoors to outdoors, getting involved in a variety of learning opportunities in the fresh air. For example, they grow vegetables and herbs in the

garden, are able to dig in the mud to search for worms, or make choices from a varied selection of equipment and resources that develop a range of physical competencies. The menu provided for children includes a varied range of healthy options and they are provided with drinks to access as they wish. Meals are well-balanced, nutritious and are freshly prepared. Children are well supported to adopt good personal hygiene routines and understand the importance of exercise as part of maintaining a healthy lifestyle. There are some missed opportunities, for instance, at mealtimes, to develop children's social and independence skills.

Most children take initiative, working well independently as well as collaborating and co-operating with their peers. They become actively involved in their learning, for instance, counting the cups of flour needed to make the dough, considering the effects of the water when added to the mixture and recalling when they have previously baked bread rolls. Children are interested in books and stories and those activities to develop their communication and problem solving skills. They are developing an understanding of the world in which they live as they see posters and pictures around the setting of positive images. In addition, they learn about a range of traditional festivals, celebrations and events.

The quality of the learning provision is good because adults plan and organise a range of learning activities for children that will inspire them to be curious, interested and motivated to explore and investigate. Children use a range of equipment to make marks and be creative, which fosters their imagination and need for expression. Trips and outings are incorporated into the long term planning, which enriches children's learning experiences further.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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