

Starjumps Limited

Inspection report for early years provision

Unique reference number	EY399384
Inspection date	05/07/2010
Inspector	Helen Blackburn

Setting address	Suite 6 Batley Business Park, Technology Drive, Batley, West Yorkshire, WF17 6ER
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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*.

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Description of the setting

Starjumps opened in 2009 and is managed by Starjumps Limited. The nursery operates from a purpose built building situated on a business park close to Batley town centre. There are schools, shops, parks and public transport links in the local area. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, 51 weeks of the year. Children attend from the local and wider community. The nursery provides funded early education for two, three and four-year-olds.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 11 children aged from birth to under five years on roll, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are five members of staff, three of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. The nursery is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners have good relationships with the children and parents. The learning environment for the children is safe; it positively promotes diversity, good behaviour and independence. The children are happy and settled and they have a positive and enthusiastic approach to their learning. The nursery maintains a good range of policies and procedures and overall, most of these, promote children's learning and the safe and efficient management of the setting. Practitioner's commitment to improve is good and through emerging quality improvement processes, such as self-evaluation they are beginning to take positive steps to evaluate their service.

What steps need to be taken to improve provision further?

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

- improve the record that demonstrates to Ofsted that suitability checks have been done to ensure it includes the unique reference numbers of Criminal Records Bureau Disclosures obtained and the date on which they were obtained for all staff (Suitability of adults) 26/07/2010
- improve the record of risk assessment so that it includes information on when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 26/07/2010

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

- improve further observation arrangements to include how they are matched to the expectations of the early learning goals
- develop self-evaluation and quality improvement processes to form the basis of ongoing internal review to set clear and focused priorities for improvement.

The effectiveness of leadership and management of the early years provision

Overall, the arrangements for safeguarding children are sound. Practitioners understand their responsibilities in protecting children from harm. For example, they know the procedures to follow regarding reporting and monitoring any concerns. The nursery recruitment, vetting and induction procedures ensure all practitioners are suitable to work with the children. Through appraisals and regular discussions, management monitor and support practitioners ongoing suitability and professional development. The nursery maintains a good range of documentation, policies and procedures that overall contribute to the safe and efficient management of the setting. However, risk assessment records and the record that demonstrates all practitioners have undergone appropriate Criminal Records Bureau Disclosures do not include all the required information. This is a breach in specific legal requirements. The arrangements for maintaining a safe and secure environment for children to play are good. For example, practitioners supervise children well, they carry out regular safety checks and complete risk assessments so that they identify and take action to minimise potential hazards.

The nursery has a strong commitment to providing a good quality service for children. Practitioners are enthusiastic and they are full of ideas to how they can develop the service they offer. They understand that processes, such as self-evaluation and reflective practice contribute to bringing about ongoing internal review. However, their self-evaluation process is in its infancy and it lacks detail around how practitioners set clear targets for the areas they have prioritised for development. All practitioners, parents, children and other professionals contribute to the self-evaluation process. This ensures the process is inclusive and reflects the service users. Practitioners have good opportunities to attend training and they explore other ways to extend their knowledge and skills. For example, they work well with the local authority; they visit other settings and use of early years publications to keep up-to-date with new ideas and good practice.

Relationships with parents are good. Parents and practitioners regularly exchange and share information, which contributes to meeting children's individual needs. Information boards, policies and procedures provide parents with good quality information about the service provided. The parents contribute to their child's progress and assessment record by sharing their observations, child's abilities and achievements on a regular basis. Comments from parents are positive. For example, they regard the practitioners as being friendly who provide a welcoming

environment, they feel their children receive good support to progress in their learning and they value the flexible service on offer. Practitioners understand the importance of working with other providers involved in the children's learning, such as schools and other nurseries and they are proactive in building up positive relationships with them. In addition, practitioners work well with other professionals to provide the best learning opportunities for children who need additional support or help.

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

There are good relationships between the practitioners and the children. Practitioners are actively involved in children's play and they use a good range of teaching methods, such as asking open-ended questions so that they support and challenge the children's learning. Through observation and knowing the children well, practitioners support children in making good progress in their learning. Practitioners appropriately use their observations to identify and plan for individual children's next steps. However, practitioners have not yet fully developed systems for matching their observations to the early learning goals. Through continuous play provision, children access a good range of activities and experiences across all areas of learning. For example, children learn about simple number concepts as they count the pasta pieces into the pan and they use their problem solving skills as they match items in the shopping list game. The children use their imagination well as they engage in role play activities and they express their creativity through arts and crafts. Through positive interactions and children using large brushes and water to make marks outdoors, practitioners support children in developing their language, communication and literacy skills. Planning incorporates children's own interests, and this results in children being happy and enthusiastic learners. For example, building on from children's interests they learn about their environment as they hunt for mini beasts and watch the caterpillars emerge into butterflies. Through good organisation of the environment and resources, the children have good opportunities to make safe and independent choices in their play, both indoors and outdoors.

Through everyday routines, practitioners promote children health. For example, through activities such as hand washing the children are learning about good personal hygiene practices. Nursery snacks and meals are balanced and nutritious and this contributes to children learning about leading a healthy lifestyle. The children have good opportunities to develop their physical skills, such as balance and coordination as they play outdoors, crawl through tunnels and negotiate their bikes around obstacles. Practitioners provide a welcoming, safe and secure environment for children and this contributes to children feeling safe. For example, practitioners organise their time well to meet children's individual needs and to promote continuity for children. Through play and discussions, the children are learning about how to keep themselves and others safe. For example, during role play when children are pretending to iron and use the cooker, they learn about the dangers of burning and things getting hot.

The children behave well and through play, consistent boundaries and positive role

models they are learning about the importance of sharing, taking turns and respecting others. Practitioners positively praise children and the children respond well to this. For example, children show immense pleasure and pride when their achievements are recognised and displayed on the star wall. This contributes to children having a positive self-image and good self-esteem. Through talking about differences, celebrating different festivals and traditions and having a good selection of resources that promote positive images of all people in society, the children are learning about diversity and the world in which they live. Through activities, such as recycling, growing some of their own foods and looking at ways to reduce the amount of paper used, the nursery are contributing to promoting a sustainable environment.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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