

SureStars Day Nursery Limited

Inspection report for early years provision

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| Unique reference number | EY403898 |
| Inspection date | 03/06/2010 |
| Inspector | Lucy Showell |
| Setting address | Kingsway Primary School, Baker Avenue, LEAMINGTON SPA, Warwickshire, CV31 3HB |
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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

SureStars Day Nursery is a non-profit making setting that registered under the present ownership in 2009. It operates from a dedicated nursery unit within Kingsway Primary School, in the south area of Leamington Spa, Warwickshire. Children have access to enclosed outdoor play areas. The nursery is in a residential area and serves the local community. It is open each weekday from 8am to 6pm all year, with the exception of Bank Holidays and two staff training days. The nursery is registered on the Early Years Register. A maximum of 65 children may attend the nursery at any one time. This includes a maximum of 17 children receiving a crèche service to support adult training sessions, which are offered by a neighbouring children's centre. There are currently 63 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are 14 members of staff, all of whom hold, or are working towards relevant early years qualifications. The manager has nearly completed her foundation degree, a further two members of staff are working towards their foundation degrees and one member of staff is working towards gaining Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

SureStars Day Nursery proves to be a warm welcoming and homely environment. All staff celebrate the uniqueness of each child who attends ensuring that their needs are effectively met following information from parents and carers. Staff are developing detailed understanding of the Early Years Foundation Stage and the welfare requirements within and use this knowledge effectively in relation to their roles and daily duties. Their clear and effective systems of monitoring and assessment show good capacity for continuous improvement. Future plans, including fresh and exciting ideas from staff and parents, are being developed and recently sourced equipment is improving the learning opportunities for the children.

What steps need to be taken to improve provision further?

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

- ensure all policies and procedures are updated to reflect current terminology
- provide children with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

The effectiveness of leadership and management of the early years provision

Staff have a very clear understanding of child protection procedures and their accurate knowledge of reporting concerns and dealing with allegations if they occur ensures all children are effectively safeguarded. Children are becoming increasingly aware of their own and others safety. For example, they remind others to be careful using scissors and to place them carefully on the table after use. Children are very well-behaved and actively involved in looking after their environment as they tidy-up within sessions and enjoy free access to a wide variety of resources. The setting maintains comprehensive policies and procedures, although some are being reviewed to ensure they are in line with current terminology. There are substantial records in place to support the safe and effective management of the provision. For example, detailed risk assessments, including accident analysis, are carried out and recorded effectively and daily records are accurately maintained. There are robust recruitment and vetting procedures in place and valuable staff supervision and appraisal systems encourage continued professional development. For example, staff are invited to express interest in a variety of training events and cascade the information to others at meetings and in discussions.

There is a clear vision shared by the manager and the staff team which is informed by constructive methods of self-evaluation. Each staff member has provided input and appropriate action plans for future opportunities have been drawn together. There is durable and high quality equipment in place and exciting use of recyclable and innovative resources ensures the much-loved provision is clearly sustainable. All staff have a clear understanding of their responsibilities and how to ensure all children are welcomed and fully involved at their nursery. Methods to promote equality and diversity thread through the whole nursery through the planned and purposeful activities on offer. For example, children learn to embrace various cultures and beliefs through creative activities in celebration of festivals and special events such as Divali, Christmas and Chinese New Year and significant support is given to those children who have English as an additional language. A number of children who attend have care plans or individual educational plans due to their specific needs. There is a well-established support for these children due to the valuable communications between the setting, social services, the onsite health visitor and several other professionals such as speech and language therapists and local authority advisors.

There is an importance shown to the nursery's relationships with their parents. All families are clearly involved and very comfortable within the setting. All required documentation such as contracts, consents for various purposes and child information forms are completed and parents are given a pack of information about the nursery before care commences. A good range of information is readily available for parents including guidance leaflets, details of activities carried out with the children and displays of registration and insurance documents and samples of children's work. In addition to this there are many beautiful photographs of their children enjoying an array of activities whilst at the setting which adds to the welcoming and homely feel of the nursery. Parents opinions are

welcomed with regard to various issues such as their thoughts on the activities provided for children and the staff's new uniform. Furthermore, parents are invited to use the suggestions box for general comments, visit the nursery during open day sessions which are held twice a year and access 'drop-in' sessions with the other professionals when onsite.

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

Children are keen to enter the nursery greeting each other as they arrive and receiving a warm welcome from the staff. The opportunities available complement the daily routines offering a flexible balance of adult-led, freely chosen and child-initiated activities which support learning across all areas of development. Children demonstrate a growing awareness of their own health and hygiene needs. Many are independent with toileting skills and those who are learning to use the potty are very excited to receive plenty of praise and encouragement for trying. Staff are aware of any special dietary needs the children may have and meals are provided with this in mind. Children have recently enjoyed a week of fun and exciting activities incorporated into a 'Healthy Body, Happy Me 2010!' On Muddy Monday they enjoyed getting messy outside, Big Breakfast Tuesday enabled them to try lots of different fruit and cereals, World Cup Wednesday involved all children in various sporting activities, Stop the Rot Thursday provided opportunities to learn about keeping teeth clean, and on Feel Good Friday many children and staff dressed-up as different fruits and healthy foods.

Clear and simple systems of observations, assessments and planning are used effectively to record children's progress and identify individual next steps of learning and development. Samples of children's work, photographs and written observations are compiled to produce individual files which are shared regularly with parents and used to inform the transition documents prepared for children when they leave to go to school. The nursery provides plenty of space for children to play, rest and sleep according to their needs. Care for children is arranged across several rooms all at ground floor level. Babies and children aged up to two years enjoy wide range of activities which supports their development and learning effectively. Staff interact in a calm and comfortable manner providing cuddles and stimulation as required. They recognise that these children particularly enjoy sensory equipment such as home made bottles with beads and bubbles inside, treasure baskets which include varied natural and man made objects and actively respond to staff as they play peek-a-boo. Children aged two to five years enjoy a good range of well-resourced activities in their base rooms and outside areas. Many children freely select from the activities available whilst others request specific items from staff. Whilst playing outside children ask to paint the fence and are provided with a range of brushes, sponges and containers of water. Several children extend this further by using the tools to 'clean' the path and climbing frame where they had been mark making with chalks earlier in the day.

Children are sociable and well-behaved learning right from wrong through sensitive strategies and a positive approach that helps them to understand how to act positively. Children engage in experiences which build some independence such as

fetching their sun hats to go outside and looking in the mirror to clean their faces with a wipe. However, additional activities to develop their confidence and extend their skills such as selecting and serving their own meals and pouring drinks are not always encouraged. Children benefit through free access to a good variety of books which they 'read' to their peers or take a book home from the 'Micro Library' to share with their families. There are many opportunities for children to develop writing skills as they label their work or watch as staff write their daily reports before copying and writing their own. Children use their imaginations as they play with small-world toys and enjoy acting out familiar situations with role-play or when dressing up. They get creative with scissors, paper and sticky tape or drawing pictures to make cards for family and friends and begin to understand number concepts as they count the bricks whilst building and predict how many more are needed. Children use simple electronic equipment confidently learning what happens when various buttons are pressed. For example, they use a wide range of push button and sound toys and programmable equipment and use computers with ease as they manipulate the mouse and find the right keys to match and sort. Additional activities lead by external staff such as the 'Artists in Residence' encourage children to learn more about working together with everyday objects such as making experimental musical instruments from recycled materials.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 2 |
| 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

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| 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

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| 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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