



## Little Stars Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY260484
<b>Inspection date</b>	15 June 2005
<b>Inspector</b>	Sue Boylan
<b>Setting Address</b>	52 Lynwood Drive, Worcester Park, Surrey, KT4 7AB
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<b>Registered person</b>	Little Stars Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Little Stars Day Nursery opened in 2003. It operates from a detached house in a residential road in Worcester Park. The accommodation includes four nursery rooms, kitchen and staff areas, and an enclosed rear garden for outdoor play. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:30 for 51 weeks of the year.

There are currently 57 children aged from three months to five years old on roll. Of

these, eight children receive funding for nursery education. Children attend for a variety of sessions and usually live within the surrounding area. The nursery supports children with special needs and those who speak English as an additional language.

The nursery employs 12 staff. Nine of the staff including the manager hold an appropriate early years qualification. Three staff are unqualified. The nursery are currently working towards Quality Improvement in Learning and Teaching (QUILT) accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

All children enjoy the opportunity of planned outdoor daily activities in the garden, they thrive in the fresh air and participate enthusiastically in ball games, climbing and cooperating in team games all of which contributes towards a healthy life style. They are developing confidence in their physical skills and are keen to use the outdoor equipment.

Children are beginning to understand the importance of personal hygiene and are encouraged to wash their hands after using the toilet and before a meal. However procedures for hygiene are not always consistent for example, staff do not always wash their hands after changing a nappy, this could put the children at risk from cross infection, there are also some times when younger children are not appropriately supervised in the bathroom. Children are beginning to understand their own needs, for example asking for the toilet and wiping their own nose. Babies individual sleep and feeding routines are maintained through regular consultation with parents which ensure consistency in care.

Children benefit from a healthy and nutritious diet with varied and well balanced meals and snacks. These comply with all special dietary requirements so children remain healthy. The sickness policy is well written and staff are aware of the procedure to follow in the event of a child taken ill ensuring children are well protected from infectious illness.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm and friendly environment where they feel safe and secure. The nursery is maintained to a high standard and children can identify with their own special room and the staff who work with them. Equipment is safe, at child height and in good condition with children able to access resources easily and safely which encourages independence skills and choice. Children are proud of their displayed art work and projects and enjoy looking at photographs of past outings and activities.

Children are kept safe through effective health and safety procedures, for example,

staff complete daily risk assessment checks on the premises both indoors and outside and are aware of what to do if a child is uncollected or is lost. The children are developing an awareness about fire safety and road safety, for example, when out children have to follow the green cross code. Children learn how to protect themselves from risk of injury by holding on to the hand rail when going up and down stairs and informing staff when they have spilt water. Children are well protected as staff have attended training in child protection and first aid. They are aware of the procedures to follow if there are any concerns about a child.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Staff have just started working with the birth to three matters framework, the planning is linked into the framework and takes into consideration babies individual needs in relation to all stages of development. Babies are given plenty of cuddles and have strong bonds with the staff who work with them. The babies have plenty of opportunity to communicate and respond to staff with chuckles of delight, smiles and waving arms when playing, looking at books and asking for more food. Babies are also taught basic signs, for example more, please and thank you this supports their early language development and provides the chance to communicate their own needs in a positive way. When children move from Little Stars to Twinkling Stars and Sunbeams, sometimes the quality of their play experiences changes as staff are not always offering as much variety to stimulate and encourage learning, for example, children are sometimes wondering aimlessly around with few toys to keep them occupied.

All children from babies to pre-school have a genuine love of books. They choose books independently, are able to turn the pages and listen intently to familiar stories joining in and repeating the words from memory. Children will take out books and ask staff to read to them, they point at pictures and listen attentively. They enjoy singing and join in with enthusiasm copying the movements and following the rhyme with musical instruments.

All children have regular opportunities to use a range of creative materials. This allows them to experiment with texture and explore their own ideas, for example, shredded paper, cornflour and cooked spaghetti.

### **Nursery Education**

The provision is good. Children are progressing well towards the early learning goals with the support of staff who have a secure knowledge of the Foundation Stage. Planning is detailed and covers all areas of learning. Staff are using ongoing observation of children's progress and ensuring individual next steps for learning are incorporated into the weekly plans.

Children are confident and greet each other and staff on arrival. They play well together, concentrate and are motivated to learn, for example, cutting different textures of fabric to use as collage on life sized drawings of themselves and then filling in the facial features. They have a good level of independence and like to

select equipment for themselves, however this is sometimes hindered by the lack of space particularly in relation to imaginary play and enough opportunities to practice self help skills, for example, being able to pour drinks and serve dinner.

There are good topic based activities and outings which encourage children to be interested and knowledgeable about the world around them. This is enhanced by trips to the local café for a drink, visits to the pet shop, going to the theatre, park and visitors to the nursery such as the police who brought their motor bike and talked to the children about road safety. Children have good opportunities to make full use of technology, they are extremely competent with the computer which they have daily access to. Children are encouraged to learn about living things, they are currently enjoying seeing their coleus seeds grow to be plants.

Children talk confidently and proudly about their achievements, they have special friends within the group but are also tolerant of each other respecting their views and ideas, for example, making play dough birthday cakes, talking to each other and staff, initiating conversations about age, parties and presents.

Children are beginning to have a good understanding of number and shape, for example they enjoy comparing size when measuring each other against the height chart, taking it in turns to hold their hand on top of the head and looking at the measurement on the tape measure. They are counting confidently, some up to 20 and beyond. Children like to use pencils to write and the older children are able to write letters of their own name, however opportunities to make marks are limited, for example, pens and pencils are not available at all times.

### **Helping children make a positive contribution**

The provision is good.

Children feel a sense of belonging to the nursery, they are greeted warmly and with affection by familiar staff on arrival. They are confident to talk about experiences outside of nursery, for example, what happened on holiday last week and a birthday celebration at the weekend. There are good opportunities to learn about different cultures and traditions, children participate enthusiastically during Chinese New Year and Hanukah. Children with special needs are included in all aspects and staff work closely with parents to ensure the individual educational plans are maintained which includes working with outside professionals.

Children are very well behaved, polite and well mannered, they are beginning to understand right from wrong through consistent boundaries, praise and appropriate strategies used by staff to manage behaviour. Children are sharing and taking turns and are able to show concern and interest in each other, they really enjoy circle time in the pre-school room which is part of their established routine and provides opportunities for children to listen to instruction about the day, talk about the weather, any news from home and one asked "who is that lady sitting over there" all of which go towards ensuring children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is excellent. Children benefit from the parent's involvement

in the nursery and effective communication provided by newsletters, daily and verbal feedback and twice yearly parent's meetings. Information about the curriculum and the birth to three framework is available for parents and they are positively encouraged to comment about the care their children are receiving.

## **Organisation**

The organisation is satisfactory.

Children benefit from staff who are experienced in child development and have sound knowledge of the Curriculum Guidance for the Foundation Stage, they are able to provide a range of stimulating activities to ensure children in the pre-school progress well towards the early learning goals, however the learning environment is not always organised to allow children to express their own ideas in imagination and practice self help skills.

Staff are aware of their roles and work well as team. There is a strong commitment to the professional development of the staff who are valued for their contribution. There are good systems in place to monitor the service provided.

Children are well supported within the structure of the adult/child ratio, staff know the children well and they are grouped together appropriately to ensure individual needs are met, however the organisation of the two toddler rooms sometimes does not provide children with an adequate range of suitable activities.

There is a comprehensive range of policies and procedures which are regularly reviewed and help in ensuring consistency in care of the children. Overall the needs of the children are met.

## **Improvements since the last inspection**

The last inspection recommended the nursery should improve supervision of children leaving the pre-school and make sure activity plans for under 2's take into account the needs of the older babies.

The nursery has made some improvement as activity plans for all children are in place, however the procedure to supervise children who may require some help when leaving the pre-school is not always effective.

## **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Provide nappy changing procedures that are consistent and ensure good hygiene practice is promoted
- Ensure the organisation of the resources and equipment provides a stimulating environment for children aged 16 months to three years

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- Ensure children in the pre-school room have opportunities to extend their imagination

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