

Star Playschool and Nursery

Inspection report for early years provision

Unique reference number

EY314841

Inspection date

12/10/2010

Inspector

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Star Playschool and Nursery opened in 2005. The playschool and nursery operates from a self-contained building in the grounds of Chiltern Primary School in Basingstoke, Hampshire, with which it has close links. It is registered on the Early Years Register, and on both the compulsory and the voluntary parts of the Childcare Register. A maximum of 69 children may attend the setting at any one time, aged under eight years. The fully inclusive setting is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to a secure, enclosed outdoor play area. There are currently 97 children aged from three months to under five years on roll. The setting is in receipt of funding for the provision of free early education to children aged two to four. Children attend from a wide geographical area. The setting supports a number of children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting employs 22 staff, 15 members of staff have at least Level 3 early years qualifications or above, and all of whom are further developing their childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a setting where their uniqueness is highly valued and staff successfully meet the individual needs of each child. Exceptional partnerships with parents and other agencies are a significant strength at the setting promoting a cohesive approach in order to gain a comprehensive understanding of the needs of each child. Highly skilled and qualified staff work seamlessly together providing an environment where children flourish. Dedicated, committed staff and management team strive to ensure the best possible outcomes for children in their care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the outside area to enhance children's ability to use their senses, to learn about the world around them and make connections between new information and what they already know.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures and policies are comprehensive and robust. Thorough successful induction procedures are in place and staff are aware of procedures to follow if they had child protection concerns and actions to follow if allegations are

made against staff. Highly effective policies and records are meticulously maintained for the safe and efficient management of the early years provision ensuring that the needs of all children are met. Accurate risk assessments and daily checks are completed and children demonstrate an excellent understanding of safety issues and are aware how to keep themselves and others safe.

A very experienced dynamic manager and her inspiring staff team work tirelessly towards ensuring and sustaining high standards. Staff are committed to further developing their skills and knowledge as they actively access a wide variety of training, some of which is cascaded to the rest of the team at staff meetings. Staff regularly evaluate their practice and successfully identify well targeted plans to further enhance the setting. Parents contribute to the evaluation process through the committee, annual questionnaires and a suggestion box. Excellent outcomes for children are clearly attributed to the dedication and effective deployment of staff and the inspiring use of extensive resources. The staff and children have only recently moved into their new purpose built premises, with access to the outside directly off of each room which continues to be developed, promoting a conducive environment in which children thrive.

Equality of opportunity and inclusion are at the heart of this setting where staff have an exceptional understanding of the needs of children in their care and go out of their way in order to meet the needs of all children. Highly successful partnership working is in place to ensure every child receives optimum support. The setting's collaborative approach to working with parents and other agencies is exemplary and promotes the best possible outcomes for children. Cohesive relationships with other agencies including the neighbouring school and children's centre improve outcomes for children and take steps to narrowing the achievement gap.

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

Children thrive in a setting where their needs are paramount. Children make exceptional progress due to staff's dedication, expertise and a willingness to proactively ensure the individual needs of each child are met. Assessments are completed through high quality observations and information gained is used effectively to guide planning. Staff regularly update the 'all about me' form with parents and carers to ensure that information is current, transitions are highly successful at the setting both between rooms and when moving onto school due to superior partnerships ensuring the outcome for the children are top priority.

Children's health and well-being is met exceptionally well due to highly effective hygiene practices and the promotion of fresh air and exercise as an integral part of the day, promoting a healthy lifestyle. Children gain an understanding of healthy eating as the setting provides healthy nutritious snacks and parents provide meals. Older children freely access their own drinks and staff ensure they offer and encourage younger children to drink frequently in order to remain hydrated. Regular cooking activities further promote children's skills, knowledge and

understanding of a healthy balanced diet. Children feel safe in the knowledge they can trust staff and build successful relationships with adults and their peers. Adults are passionate about their role and know the children in their care very well; they are highly sensitive to children's individual needs as they know when to stand back and when to develop and support children's learning. Babies develop confidence as they explore their surroundings and show a sense of achievement as they confidently walk around furniture and forward thinking staff provide a walker to enhance their skills. Babies confidently vocalise and imitate adults as they join in familiar songs and copy actions, they develop their understanding of cause and effect as they press buttons on a toy and giggle as it makes a sound, repeating the process several times.

Children benefit from a wide range of toys and resources in a bright welcoming environment which is conducive to their learning, successfully free flowing inside and outside throughout the day. Children use their own initiative and develop excellent skills in working alongside their peers as they confidently organise themselves to take it in turns to read stories to one another and sing songs in front of an audience. Children initiate elaborate role play, freely accessing resources and successfully organising purposeful play. Children excitedly look at books and request staff to read them stories, they snuggle up to staff and are engrossed as they attentively listen and join in with a familiar story. Children fully explore the natural world as they have opportunities to dig and plant, they use magnifying glasses to look under logs in the garden and following their theme of 'space' they look through the telescope at the planets they have made. They are highly confident and competent in communicating their thoughts and respond in a mature manner to ensure they and others remain safe. Children show high levels of care and consideration to others as they talk about their friends and gently reassure a new child to the setting. Children are motivated and flourish in a setting where they play an active role.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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