

Starjumps Nursery, Creche and Out of School Provision

Inspection report for early years provision

Unique reference number	EY402500
Inspection date	15/11/2010
Inspector	Gillian Charlesworth
Setting address	Furzeffield Centre, Mutton Lane, Potters Bar, Hertfordshire, EN6 3BW
Telephone number	
Email	
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

Starjumps Nursery, Creche and Out of School Provision was registered in May 2010. It is managed by Hertsmere Leisure and situated on the first floor of Furzefield Leisure Centre, Potters Bar, Hertfordshire, with lift access. The nursery space is an open-plan layout with separate baby sleep facilities. The creche uses a room on the first floor next to the nursery and provides a service for parents attending classes at the leisure centre. The out of school provision known as 'Kiddicamp' uses space on the first floor, a multi-purpose room on the ground floor, soft play room, astro turf courts, sports halls and secure outside play area. The nursery has access to the outside on a first floor mezzanine with additional play space at ground level.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and a total of 64 children may attend at any one time. The nursery is open each weekday from 7.30am to 6.30pm, for 50 weeks of the year. It offers a variety of sessions including some part-time places. A maximum of 40 children may attend in the nursery at any one time with no more than six under two years of age. There are currently 31 children aged from nought to five years on roll in the nursery who are within the early years age group; some in part-time places. The nursery receive funding for the provision of free early education for children aged three and four years. The setting currently supports a small number of children with English as an additional language and with special educational needs and/or disabilities. The creche is open each weekday from 9.30am to 12.00 noon with restricted opening times during school holiday periods. A maximum of 12 children may attend the creche provision. There are currently 135 children from three months to five years on roll who attend the creche. A maximum of 24 children from age four to seven years may attend the Kiddicamp out-of-school provision that operates between 9.00am and 4.00pm during the school holidays. There are currently 104 children from four to seven years on roll. At the time of the inspection the Kiddicamp out of school care provision was not operating.

The setting employs a total of 11 staff including two managers, one who oversees the nursery and one who manages the creche and out of school care provision. The nursery employs four staff including the manager and two additional part-time staff are temporarily seconded to the nursery from a partner setting. All staff hold appropriate early years qualifications and the manager is a qualified primary school teacher. The creche and out of school care provision employ a total of seven staff. Of these, four have appropriate qualifications and two, including the manager, are working towards further qualifications including a BA and Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management show a keen commitment to improve and are actively taking steps to self-evaluate the provision. Most policies and procedures are securely in

place to safeguard and promote children's welfare and safety. Outcomes are developing well for most children with many making firm progress in their learning and development. The environment is enabling indoors and mostly supports inclusive independent learning but access to outside learning is sometimes restricted. The staff team work well to support the emotional needs of children and build positive and trusting partnerships with parents. Relationships with outside agencies are developing well.

What steps need to be taken to improve provision further?

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

- develop further the staffing arrangements with particular regard to prioritising child protection within induction training procedures for managers and providing comprehensive information when notifying Ofsted of particulars of significant events
- provide personalised support for children to meet their individual needs as they learn and extend their talents through challenging interactions
- provide opportunities for children to be outside on a daily basis all year round and plan activities that offer physical challenges and plenty of opportunities for physical activity.

The effectiveness of leadership and management of the early years provision

Systems are in place to ensure that all staff undergo a criminal record check and centralised recruitment procedures are understood by senior managers. Safeguarding regulations and duties are met overall in relation to child protection and parents are well informed of procedures through information packs. The open plan environment and safety notices, such as restricted use of mobile phones, support a culture of openness. There is a strong commitment to ensure that staff have an up-to-date knowledge and understanding of child protection procedures. Procedures for the manager's induction training in child protection are less well prioritised. Incidents are rigorously investigated and duties are met in relation to notifying Ofsted although, on occasions, there are oversights in the quality of information provided. Positive strategies ensure that children are cared for in a safe and secure environment including daily risk assessments that identify hazards that require and receive prompt attention. Arrangements help children to learn to be safety conscious therefore they show a good understanding how to keep themselves safe. Resources are of good quality, used flexibly and organised indoors to maximise children's inclusive independent learning. The indoor environment is light and bright, although planning for outdoor learning is not always prioritised during the winter months when the slippery flooring in the adjoining mezzanine outdoor play area results in temporary closure. Consequently, children have fewer opportunities to be outside on a daily basis and engage in activities that enable them to learn in different ways and be physically challenged in the fresh air. While staff prioritise their time with children, provide comfort and a

good range of positive experiences, interactions are variable and on occasions, some children are less well supported and challenged. However, by introducing familiar words in children's home language, children feel a sense of belonging and begin to develop an understanding of differences.

The senior management team and staff are enthusiastic and motivated to seek further improvement. A new manager has recently been recruited following operational difficulties and is working closely with the senior management team, actively developing procedures to monitor and evaluate the provision. Procedures are, however, in development and the full impact is not yet evident. There is a clear vision to improve which is focusing well on the setting's priorities. These priorities include development of the staff team, improvement of the assessment and planning systems, the quality of teaching and the involvement of parents. Strategies are underway to introduce staff to frameworks for evaluation and involve them and parents more fully, in order to bring about further improvements at the setting.

Parent feedback is positive overall, particularly in relation to the quality of the open plan environment indoors. The quality of the setting's communication with parents is developing well. It includes positive strategies implemented to meet children's individual welfare needs and promote consistency of care. For example, a welcome brochure, displays and notices include a range of helpful information. Parents are encouraged to share what they know about their child when they first start to attend which supports the smooth transition from home and promotes trusting relationships. Children settle quickly, comforted by strategies to support their culture, such as a no-shoe policy in the baby area. Strategies are beginning to be introduced to involve parents in children's individual learning and development records. Positive links are developing with partner agencies.

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

The quality of children's learning is satisfactory therefore they are making sound progress overall. Children enjoy their learning, are settling well and most are eager to take part in activities, enjoying relationships with children of different ages. They follow their interests and make genuine choices indoors for most of the day but are not always challenged through interactions. Systems are developing well to observe children's achievements and are beginning to include assessment of children's progress towards the early learning goals.

Children are making suitable progress in communicating, literacy, numeracy and information communication technology although are not always challenged in their thinking and communication. Some older children are becoming adept at using the setting's computer and babies enjoy operating interactive toys. Most are encouraged to work alongside their peers successfully, cooperating well with one another. Older, confident children enjoy engaging staff in meaningful conversations as they discuss past experiences and talk about favourite transformer toys at home. Babies babble in response to staff interactions and begin to understand simple meanings. Many children enjoy familiar action rhymes

such as 'Wheels On The Bus' and are confident to choose the focus of the next verse as they tap out rhythm spontaneously using the jaws of a soft toy-crocodile. Strategies to support communication with children who have additional needs are, however, not yet well developed. Consequently, they are not always encouraged to communicate and join in social activities such as group singing. Planned craft activities help children learn about the wider world, for example, when they make rockets for bonfire night.

Children are secure and develop a strong sense of belonging in the setting. Overall, they feel safe because they know what is expected of them and move around safely using the space and resources appropriately. Staff are vigilant and protect children well, calling to other adults to be alert when young children are mouthing small toys. Older children competently use equipment safely and independently of adult prompts. Children feel a strong sense of security and confidence within the setting because their emotional needs are prioritised and they develop a sense of trust as adults give reassuring cuddles on demand.

Children are beginning to show an understanding about healthy lifestyles. They sleep in quiet comfortable surroundings according to their individual needs. As part of the routine they have regular opportunities to drink and they eat healthy snacks such as fresh fruit. However, children are not routinely involved in the preparation of food to help fully develop autonomy in self-care, or routinely challenged through interactions. They follow appropriate personal hygiene routines and show care and concern for one another. For example, when children wash their hands before lunch, older children identify that toddlers need support and purposefully fetch a paper towel to help them dry their hands thoroughly. Children enjoy tucking into protein or vegetarian meal options at lunchtime according to their individual needs and enjoy the social interactions as staff sit and enjoy meals with them. Sometimes, a minority of children are less well motivated or challenged to participate.

Children have positive attitudes towards learning overall and are making good relationships. They work alongside one another, painting with brushes or with fingers, mixing colours and selecting craft materials from different areas of the room to make 3D objects they describe as 'flat balls'. They behave well overall and show a good awareness of responsibility within the setting. For example, they sing 'team work, team work, this is how we work' when encouraged to tidy toys and sort them into appropriate containers. They are beginning to learn about diversity through activities they enjoy, for example, using multicultural resources when caring for dolls.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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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