

Starfish Children's Day Nursery

Inspection report for early years provision

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Inspector

Cathy Hill

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.

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Description of the setting

Starfish Day Nursery has been established since 2002, although it was re-registered in 2007 when it became part of the Casterbridge Care and Education Group. The nursery operates from a detached building in Merrow, Guildford, Surrey. Children are grouped into five main rooms with the use of additional areas such as a restaurant area, common play area and language and literacy suite. There are three fully enclosed outside play areas. The nursery offers full day care and is open Monday to Friday from 7.30am to 6.00pm, 51 weeks throughout the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register and may care for a maximum of 96 children at any one time. There are currently 125 children aged from three months to five years on roll. Of these, 48 receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of 28 staff work with the children. Of these, one staff member holds Qualified Teacher and Early Years Professional Status, one member holds a qualification at degree level and 22 hold a recognised childcare qualification. A further two members of staff are currently working towards a degree. There are five staff working towards a level 3 qualification and two working towards a level 2 childcare qualification with Casterbridge Academy. The nursery receives support from Surrey Early Years and has completed their Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy themselves at the nursery and are making good progress in their learning and development. Staff understand their roles and responsibilities and work very well together to ensure sessions run smoothly. All children are welcomed and inclusion is generally very well promoted. A wealth of documentation is in place to support all aspects of nursery practice with most containing good detail. Nursery practice is constantly evaluated to ensure continual improvement in the outcomes for all children.

What steps need to be taken to improve provision further?

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

- improve children's learning records by detailing their next steps in learning in all areas based on observational assessment of their current abilities
- improve partnerships with others involved in children's care and education, for example, by maintaining a regular two-way flow of information with other providers
- provide opportunities for children to develop and use their home languages in

their play and learning.

The effectiveness of leadership and management of the early years provision

Staff organise the nursery environment to provide a stimulating surround for children's play and learning. A range of age appropriate toys and activities are equally accessible to all children, allowing them daily opportunities for development in all skill areas. Children enjoy the freedom to play either indoors or in the enclosed outdoor play areas. Their welfare is safeguarded extremely well by staff who are confident in the procedures to follow with any concerns. Effective recruitment and induction procedures are in place and all staff are vetted. Robust procedures are in place to ensure the ongoing suitability of all staff and all staff have had safeguarding training, with advanced training attended by the manager and two other staff members. All visitors to the nursery are recorded and the premises are kept secure with daily recorded safety checks and regular risk assessment records maintained. Staff warmly greet both children and parents and welcome them into the nursery.

An outstanding partnership with parents contributes to children's well-being while at the nursery. Information is shared when children first start and parents are kept informed about their child's learning and development through both formal meetings and informally through a daily exchange of both written and verbal information. A wide range of information is displayed for parents on notice boards throughout the nursery and all policies and procedures are shared with parents. A Parent Nursery Association is in place and staff and parents meet regularly to discuss nursery practice. Parents are very positive in their praise of the nursery and confirm that a 'huge amount' of information is shared and that there is a 'good vibe' about the nursery. Good partnerships have been established with staff at schools the nursery children feed into, although positive partnerships are not yet established with all other providers involved in children's care and education. Management and staff are dedicated and committed to ensuring the individual needs of all children are met to a high standard and consequently they are always seeking to improve their provision. The views of all users of the nursery are sought and development plans implemented for continuing improvement. A detailed critical reflection on nursery practice is contained in the self-evaluation form completed by the nursery. Since their previous inspection the nursery have made a number of improvements to their practice, such as developing the outside area and providing areas for children to display their own work. Professional development for all staff is also ongoing with staff accessing training externally and through the Casterbridge Academy.

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

Children of all ages relax and enjoy themselves as they play both independently and with friends. They have excellent relationships with staff and turn to them

readily for support showing they feel safe and secure in their care. Children's emotional well-being is very well supported with soothing cuddles and gentle conversation from kind, caring staff. Children are respected as individuals and develop a sense of ownership of their environment as they have named coat pegs and drawers and their artwork is displayed alongside educational posters. A children's committee has been set up and staff take minutes of meetings with children, recording their views on their nursery environment and activities they access. Older children actively take part in keeping their room tidy and they work excellently together during a construction activity, sharing ideas and amicably sharing resources. Children demonstrate good manners as they politely respond to others and have a good understanding of positive behaviour, for example, as they patiently and quietly wait their turn to stroke Stanley, a visiting pug dog. Children take responsibility for developing their own learning as they actively explore toys and as they ask staff questions during play. All children take part in regular fire evacuation drills which develops their awareness of how to keep themselves safe. Older children are encouraged to act as 'safety spies' and have an opportunity to complete safety checks using a picture board as a checklist. Staff discuss nursery rules with children and children show an understanding of safety, for example, as they inform staff when they need to leave the room to go to the toilet. Children develop an understanding of a healthy lifestyle at the nursery through regular exercise and play in the fresh air and through access to a healthy diet. Staff work with parents to ensure children's individual dietary needs are catered for and weekly menus are displayed showing a good variety of balanced, nutritious meals for children. Children sit sociably together as they enjoy a snack of banana and enthusiastically feed themselves a lunch of curry and rice, preceded by cucumber and savoury dip.

Children have access to a balance of free play and planned activities and are sensitively supported by staff to develop their skills. Learning journey records are maintained for all children, although these do not show children's planned next steps in learning in all areas. Children excitedly work together to design and build a house for a puppy. They show an awareness of shape as they carefully join pieces together to make a triangular shape for the roof. Staff ask children open questions as they work together, to stimulate their thinking, and the activity is successful in engaging and challenging all children involved. Children are confident and articulate and order their thoughts well before talking, for example, about the dogs they have at home. They have good opportunities to develop their future skills, although opportunities for some children to develop and use their home languages in their play and learning are limited. Children excitedly absorb themselves in creative activities, for example, modelling with dough and bubble painting. Younger children use their imagination well as they spontaneously decide to build a model with wooden construction blocks. They carefully fetch and carry different shaped blocks to gently position them on a table to make an aeroplane. Free access to writing materials encourages children to practise their mark making skills and older children write name labels for their models on display. Children enjoy listening to stories and join in with familiar text. They have fun singing and joining in with the actions to songs, such as 'Wind the bobbin up' and they merrily dance to a monkey puzzle song.

Visitors to the nursery, such as the police, fire and ambulance service, develop

children's knowledge of safety and of people who help others. They learn about other cultures, for example, when engaged in activities about the Chinese New Year. They develop an understanding of technology as they use the computer and learn about the natural world through planting and growing flowers. Babies enjoy play with age appropriate resources and have room to develop their physical skills, for example, as they crawl between their base rooms. Older children show skill in walking along balance apparatus outside and enthusiastically kick balls and run around.

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

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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