

Bright Stars Children Day Nursery

Inspection report for early years provision

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Inspection date	22/02/2011
Inspector	Gillian Sutherland
Setting address	Parkers Road, Crewe, CW1 4PY
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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

Bright Stars Children's Day Nursery is a privately owned group and was registered in 2006. It operates from a purpose built building on the outskirts of Crewe. The nursery is open each weekday from 7.30am until 6.30pm. All children share access to a secure outdoor play area.

The nursery is registered to provide care for a maximum of 39 children at any one time aged from six weeks to under eight years old. There are currently 75 children on roll. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 75 children on roll. The setting employs nine members of staff who work directly with the children and five of those staff hold an appropriate level 3 early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Bright Stars Day Nursery is a warm and welcoming environment where the individual needs of each child are met, and children make steady progress in their learning and development. Appropriate policies and procedures are in place to protect them. Partnership with parents is well promoted and partnership has begun to extend to other providers delivering the Early Years Foundation Stage. Consequently, the setting has the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Obtain information from parents in advance of a child being admitted to the provision about who has legal contact and parental responsibility for the children. (Safeguarding and promoting children's welfare) 31/03/2011

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

- Promote further children's independence in their self-help skills at snack and lunch times
- Ensure that all equipment accessed by the children is rigorously checked and safe.

The effectiveness of leadership and management of the early years provision

Policies and procedures in the nursery are generally effective in safeguarding children. Staff have a sound knowledge of the child protection procedures and their responsibility to implement those if they had concerns. Written risk assessment of the different areas accessed by the children and the resources used, are carried out and recorded. However, the safety floor covering on the indoor climbing frame is split around the edges and could prove hazardous to children. Children participate in regular fire drills and a record of when those are carried out is maintained. The majority of the staff hold appropriate early years qualifications and clear recruitment and vetting procedures are in place.

The experienced staff use their knowledge and skills well to support and encourage the children during their play. The good deployment of toys and resources ensures they are accessible to all and there is no gender bias. The activity programme includes a range of both child-initiated and adult-led activities and this has a positive impact on their learning and development.

The manager has begun to evaluate the care provided, completed a self-evaluation document and is aware of the need to use it as an ongoing tool to identify areas for improvement. Participation with parents is good as the entrance hall provides information for them about the nursery's activity programme, the comprehensive policies and procedures and information about the Early Years Foundation Stage Framework. Most of the required documentation is in place including an accurately maintained registration system. However, the details about who has parental responsibility and legal contact for the children have not been obtained from all parents, which is a breach of a legal requirement. Information with parents is also shared through daily discussion, and for the younger children a daily diary. Each child's key worker is usually available to discuss the children's progress and development, and parents can access their own child's learning journey at any time.

The nursery promotes equality and diversity by creating an inclusive environment where all children and their families feel welcome. There are some resources, planned activities and posters portraying the different feelings of children displayed around the nursery. Staff are mindful that such resources and planned activities help develop children's awareness of different cultures and the needs and abilities of others.

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

Children are settled and their learning and development needs are supported through a range of self-chosen and guided activities. They enjoy their outdoor play thus developing their physical skills. Children access the wheeled and push around toys, learn to balance on empty crates and climb on the sturdy play apparatus.

They laugh as they wave the different coloured ribbons around in the wind, thus developing their understanding of under and over. They eagerly participate in a game of hide and seek and when the children call out 'ready' a member of staff looks for them. They giggle with delight as she walks past pretending at first not to see them. Children's outdoor learning is developed as they plant flowers, fruit and vegetables and enjoy the finished products as part of their snack menus. They go down the side of the nursery on a bug hunt and seek out the tiny creatures and using their magnifying glasses, examine at close quarters how these tiny creatures expand and look bigger.

Indoors, children paint and glue with increasing skill and use modelling materials which helps them understand different textures. For example sand is freely accessible and they skilfully learn how to use the shape cutters with the play dough. Other children choose to go and play in the construction area where they access a varied range of building blocks. They carefully count as they put one block on top of the other, and are very cautious as the tower looks wobbly and ready to fall. Each room has a treasure basket which children explore, and skilful staff help develop their communication and language skills, as they talk to them about the different objects they are holding. For the younger children there are age appropriate resources including soft toys, push button toys and some that rattle when shaken. They too, under the guidance of the staff, access mark-making activities. Children throughout the nursery happily join in songs and action rhymes.

There are role-play resources in the nursery, however, these are not easily accessible to the children. For example the dressing up clothes are in a tub in the home corner and other resources like pretend toasters, pots and pans are placed on top of them. The lack of preparation of these areas makes them uninviting to children.

Children's independence at snack and mealtimes is not always fostered. At snack time there are small cartons of milk on the table and some children were encouraged to pour their own out. At lunchtimes however, children were not given this opportunity, as their drinks were poured out for them and meals were plated up by the staff from the trolley and given to the children. Only one member of staff sat down at a table with a small group of children. Children can not access drinking water at any time throughout the day due to the fact that no cups were available.

The activity programme includes the celebration of festivals both seasonal and cultural as they occur throughout the year. There are books and pictures around the setting which reflect children's differing needs and abilities. There are also laminated posters which depict children's feelings like being sad, happy, excited, scared and angry.

The weekly activity plans are displayed in each room and all activities link into the six areas of learning. The children's 'learning journeys' identify the activities they have participated in and also the next steps in their learning. Children with special educational needs and/or disabilities and those with English as an additional language are supported well by key persons. Those key persons throughout the

nursery monitor the progress of the children.

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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