

Twinkle Star Nursery

Inspection report for early years provision

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Inspector Michele Beasley

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The nursery re-registered in 2010. It operates from a detached house in North End, Portsmouth. The nursery is open Monday to Friday 7:30 am to 6 pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 46 children may attend at any one time. There are currently 110 children on roll, of these, 44 receive funding for provision of early years education. The nursery currently supports children with special education needs and/or disabilities and children with English as an additional language.

The nursery employs 22 members of staff to work with the children, 12 of whom have appropriate early years national vocational qualifications to level 2 and 3. The nursery is supported by advisory staff from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote the majority of welfare and learning needs of the children. Children play and explore within safe, stimulating boundaries in an atmosphere of fun. The partnerships with parents is excellent. The setting works with various other professionals and organisations, help to ensure the specific needs of the children are addressed. The on-going self-evaluation process means that the provision builds on its strengths and knows how to improve. This promotes effective outcomes for the children attending.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities enabling each child to achieve their full potential.
- make sure that drinks are accessible to children at all times
- provide more opportunities for children to gain an awareness of the cultures, religions and lives of others through a range of activities

The effectiveness of leadership and management of the early years provision

There are secure systems in place to ensure children are protected from harm and neglect. Staff have a clear understanding of signs and symptoms of possible abuse and know the correct procedures to follow. There is a comprehensive policy in place and this is shared with parents from the outset. Children are cared for by suitable adults because there are robust procedures in place to recruit and vet new

staff. Effective risk assessments are conducted regularly, to ensure children are safe indoors, in the garden and on outings.

Management value their staff team and are eager to promote their personal and professional development. Consequently, staff demonstrate a commitment to continued training and there is a secure programme in place. The comprehensive range of policies and procedures is shared with parents, and supports children's health and well-being effectively. Staff are deployed effectively to provide support and supervision. Good quality resources, including those that provide positive images of diversity are available in low level storage. This enables children to make choices in their play throughout the day.

The management show good levels of ambition and drive for improvement as they develop their nursery. The manager has Early Years Professional Status and works with other early years professionals in order to target improvements. She monitors the quality of teaching, the environment and children's progress, advising and supporting staff and encouraging reflective practice. This improves outcomes for children as staff make use of new understanding, such as through observing each other's practice or activities modelled by the manager. The manager involves staff and plans to use other quality improvement tools to further evaluate the nursery.

Staff make good use of the resources that effectively support children's learning and development. They have re-organised the rooms so that they are comfortable and welcoming, and the resources are easily accessible to the children. Older children, particularly, develop independence well as they pull out and access clearly labelled trays and set out their chosen activities. Children use the outdoor area throughout the day. Children enjoy talking to each other through a talking telephone system and play in the sand tray adding water to fill containers and pots.

Staff promote inclusive practice and plan activities that prompt awareness of similarities and differences. Children learn about Chinese New Year and have made a Chinese dragon and eaten prawn crackers noodles. Posters and pictures around the nursery reflect cultural images. However, management have identified that children tend to learn about Christian festivals rather than other cultures and beliefs. This does not give children a broader understanding of the wider world we live in.

Staff develop excellent relationships with parents. They seek information from parents about children's home backgrounds; these are reflected within the nursery. Parents receive clear information about the setting through the prospectus, website and newsletters. Parents are able to talk to the staff at any time. They record detailed information about the younger children's care and welfare requirements in daily diaries. Information is currently gathered about the children's starting points with regard to their learning and development to help them make progress and provide them with sufficient challenge and stimulation from when they begin to attend the setting. Parents have access to their children's records on request. They are able to contribute to these to ensure they are fully involved in their children's learning, giving them opportunities to further develop and extend their children's learning at home. Parents feel their children are settled and really enjoy coming to

nursery. They are involved in special events which help them feel included, such as providing photos for a 'growing' display. The setting works closely with other organisations and early years professionals. This partnership is effective in helping to promote continuity for children between home and the pre-school environment.

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

Children throughout the nursery are happy and settled. Older children become very involved in role play, pretending to be hairdressers. Staff participate enthusiastically in their play, allowing the children to brush and comb their hair. Children use velcro rollers and pretend to blow dry the hair, showing the member of staff a mirror to admire the 'style'. Children's language and vocabulary is very well promoted through the good level of interaction. Children enthuse whilst string painting and piecing together a floor puzzle. Children learn about life cycles and role play in a bug hut in their room, this prompts a discussion about explorers. Children demonstrate high levels of confidence, and speak with ease at all times. Upstairs, the babies enjoy a warm and caring environment. Staff interact well, and use gestures such as clapping, and positive facial expression and smiles to promote communication. Babies turn to their key person for cuddles and reassurance. There are good opportunities for babies to cruise and move about freely. They play with sand and scoop it up in their hands, laughing as it pours between their fingers. Children giggle happily as they learn how to put their arms out to catch a beach ball. Babies and young toddlers mark make on paper with increasing confidence. They demonstrate developing relationships with staff and with each other, playing 'peek a boo' through the door of an upright activity centre. Children sleep in cots with clean bedding or in their pushchairs. Toddlers are excited to feel paint on their hands whilst pressing them on paper to make handprints for their Mothers Day cards . Staff encourage children to feel hard pasta, and help them transfer it into different sized containers and bowls. In the baby room, staff promote trust with the youngest children, who demonstrate strong and developing relationships with key staff and with their peers as they cuddle into them whilst having their bottles of milk.

Staff observe, assess and plan for individual children, children's learning journey books are illustrated with photos and children's art work. There are opportunities for parents to contribute written comments about their children's progress in them. However, through the learning journeys sampled some observations have been missed for a period of time. Therefore, this does not provide a clear picture of children's development, and for staff to consider the next steps for children's progress. Staff throughout the nursery have a good knowledge and understanding of the Early Years Foundation Stage and provide a broad range of activities to successfully support children's development. Positive links are being established with other early years professionals through nursery link books.

Children are beginning to learn how to keep themselves safe through discussion and daily routines. For example, children are gently reminded to sit down properly on chairs in case they fall. Children know what to do in an emergency because staff and children practise regular fire drills to ensure the building is evacuated with ease. Children's self-care skills are developing well as they wash their hands

independently at appropriate times. Staff implement good hygiene procedures when changing nappies to help prevent the possible spread of infection. Children are beginning to learn about the importance of healthy eating through the provision of nutritious snacks and high tea. Older children are encouraged to cut up fruit and portion it out themselves, they pour their own drinks. Children's individual dietary needs are met with special diets catered for. Each child has their own toothbrush and they clean their teeth after meals, promoting good habits in children from an early age.

Labelled water bottles are available throughout the day for older children. However, younger children's drinks are not accessible at all times. Staff talk to children about the types of food that are good for them. They are beginning to learn about exercise, through riding bikes and trikes, playing musical instruments and moving to action songs, how their body feels and how it is beneficial to be healthy. Children visit the local greengrocer to buy vegetables to make vegetable soup and go on walks to use the larger equipment at the park and visit a soft play area.

Children behave very well. Consistent and positive strategies to manage children's behaviour are used by all staff, who promote a culture of mutual respect throughout the nursery. They respond to children positively, using praise and encouragement. From a very early age, children learn to help and support each other, and have developed good relationships with staff and peers alike. Children are keen to help tidy up before snack time. A member of staff tells the children 'Well done, that's the quickest I've ever seen you tidy!'

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	2
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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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