

Little Stars Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Little Stars Nursery was registered in 2007. It is privately owned. Registration is for a maximum of 35 children at any one time. There are currently 74 children on roll of whom 70 receive funded nursery education. The nursery is located in Parkside Community Hall in Barnehurst in the London borough of Bexley. There is a large play area for outside play activities.

The nursery operates on Mondays to Fridays from 09:15 until 11:45 and from 12:30 until 15:00 on Tuesdays Wednesdays and Thursdays. There are ten members of staff who work with the children, of whom five hold NVQ level 3 early years qualifications and there are three training to complete a level 3 qualification but already are qualified to NVQ level 2. Two other new members of staff are currently completing NVQ level 2. All staff except the Manager and all volunteers are qualified first aiders. All staff attend a range of local authority and early years workshops.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are progressing extremely well in all areas of their learning and development as a result of the setting's knowledge and understanding of the Early Years Foundation Stage framework. A wide range of purposeful and stimulating activities are available to children and these effectively promote the six areas of learning using the indoor and outdoor environments. The committed, enthusiastic staff team extends children's play and learning through open ended questioning, encouragement and support at a level appropriate to the individual child. The setting demonstrates an excellent awareness of each child's individual needs and work closely in partnership with parent/carers, childminders and if required outside agencies to fully meet these. Inclusion within the setting is thoroughly promoted and procedures in place fully support this.

What steps need to be taken to improve provision further?

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

- continuing to develop highly effective self evaluation systems

The effectiveness of leadership and management of the early years provision

The staff within the nursery work extremely well together as a team to ensure children's welfare is effectively promoted. Staff deployment is excellent and

ensures that children's welfare needs are thoroughly met. The Manager and safeguarding officer demonstrate a thorough awareness of their responsibilities towards safeguarding children. Both have attended a designated person safeguarding course and cascade any information regarding changes to safeguarding to the whole of the staff team. All staff have completed section A of the safeguarding training. The staff team promotes children's understanding of how to feel and keep safe through discussions and activities in both the indoor and outdoor environments. For example, children practice road safety using the zebra crossing in the outdoor area and explain enthusiastically 'we can cross because the traffic light is green'. At the end of the Goldilocks and the three bear's story the staff member reinforces concepts of stranger danger and how to keep safe. Comprehensive risk assessments are in place and these are reviewed on a regular basis to ensure children's ongoing safety. Excellent arrival and collection procedures are in place to ensure children's safety, for example, children will not be released to an unauthorised adult.

The nursery uses self evaluation to comprehensively review their strengths and areas for further development within the indoor and outdoor environments as well as planning and assessment systems. All of the staff team have been fully involved with the self evaluation process and have even visited other settings to seek out new initiatives that could be used within the nursery to improve outcomes for children. Some of these ideas have been brought into the setting, for example a more child friendly keyboard has recently been purchased for the computer area. Parents and children have been included in the evaluation process through the use of parent's questionnaires and changes would be made as a result of their views. Questionnaires are used at different stages of a child's time within the pre-school and the setting uses these to gauge how effective settling in procedures to promote children's transfer onto nursery and/or school is. Children's views are sought by their key person and a clever list of open ended questions is used to discover their opinions on different aspects of the nursery. Parents highly praise the nursery and comments include, 'their rapport with the children is excellent' and 'their support to my child has been excellent such as getting additional equipment as required to support physical skills'. The committed, consistent staff team has a very positive approach towards on going training and development, improving their knowledge through attending additional courses and workshops. Training completed includes safeguarding, speech and language disorders, autism and Every Child A Talker. With the exception of the Manager who is supernumerary all of the staff team and volunteers have undertaken paediatric first aid training. Staff have been given specific roles within the nursery and complete training to enhance their understanding in these key roles. For example, there is a safeguarding officer, Special Educational Needs Coordinator (SENCO) and Risk Assessment officer. These roles enhance each member of staff's personal development and clearly demonstrate the Manager's confidence in her staff as she feels able to delegate these roles.

Documentation within the setting is maintained to a high standard. All required written procedures are in place and updated on an annual basis or earlier if required. Children's files contain all relevant information to ensure that their individual needs can be effectively met and all required parental consents are in place. The setting has established extremely positive relationships with

parent/carers and ensures that they are very well informed about their child's progress and development. Parents have many opportunities to be involved in their child's learning. For example, parent helpers come into the setting and provide valuable support for different activities such as in the computer and creative areas as well as providing additional activities for children such as gardening and playing the piano.

The nursery demonstrates an excellent awareness of inclusion. Resources are accessible for all children to experience and include a broad range depicting positive images of cultural diversity, disability and linguistic differences. The setting has an outstanding attitude towards supporting children with special educational needs and/or disabilities and has comprehensive systems in place to reflect this. The Special Educational Needs coordinator (SENCO) liaises closely with parents and outside agencies to ensure that all children with special educational needs and/or disabilities develop to their full potential. The SENCO has attended appropriate training to enable her to meet the additional needs of children attending the setting. She is also now a Super SENCO and supports other SENCO's in the local area with the support they give to children at their own settings. Specialist equipment and resources has been purchased where required to meet individual needs.

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

Children are making excellent progress in all areas of their learning and development. Observation systems clearly detail how each child is progressing in the six areas of learning and the next steps in their development. Comprehensive tracking systems are used to identify and plot each child's progress and development. This enables staff to clearly identify where there is a concern regarding an area of development and early intervention helps staff to plan additional activities to support the child. Each child's profile includes examples of their art and craft work, child contributions, photos and observations. The setting encourages parents to contribute to their child's profile and to their child's learning and development within the setting. Upon entry to the setting parents complete an 'All about me' form with their child detailing favourite activities, foods and toys. This is used together with an initial key person observation to plan for the child's individual needs and personalises their learning journey. Parents are invited into the setting for open mornings and review meetings where they can discuss their child's progress and development with their child's key person.

Children arrive confidently and settle immediately into the nursery routine. They self register upon entry and this activity has recently been extended to include phonics for the older and/or more capable children. Although the staff team have to set up and clear away the activities at the end of each day opportunities for children to make choices are excellent. For example, a choice trolley is available with numerous trays filled with activities which children freely chose from. Children enjoy choosing from button boards, threading activities and other educational games that extend their understanding of colour, shape, number and letters. They

demonstrate increasing independence as they help themselves to drinks throughout the session and participate in the choosing and serving of their drinks and snacks. Staff and parent helpers extend children's play and learning through open ended questioning and encouragement. For example, in the computer area they extend a child's counting and number recognition through the introduction of positional language such as tenth and second.

New systems recently introduced promote children's language, communication and understanding. A member of staff has undertaken Every Child A Talker (ECAT) training and the nursery has seen a real improvement in the children's language and communication skills as a result of this. The setting has reviewed the layout of their session to identify the areas where children talked the most and has introduced new initiatives to enhance communication within the setting. For example, the routine of the setting has been altered to enable periods where children are in smaller groups as this encourages more reluctant talkers to speak. A small tent has been put in the book area for children to sit in and look at books and there is a photo album of children enjoying different activities in the setting for children to look through.

Children are exceptionally well behaved within the setting due to the staff teams firm and consistent approach towards the management of any inappropriate behaviour. Behaviour strategies used are relevant to the age and level of understanding of each individual child. Children share the resources extremely well given their young age particularly when they share the bikes that they bring in from home on the special 'bike days'. This is supported and encouraged by the staff team who praise the children for their turn taking.

The staff team encourages children to develop independent hygiene practice through the daily routines in place. For example, all children are encouraged to wash their hands prior to eating and after using the bathroom and staff are on hand to support and reinforce this. Snacks provided are healthy and nutritious and in line with each child's individual dietary requirements. Daily access to the outdoor area provides children with numerous opportunities to extend their physical skills as well as to enjoy fresh air and exercise. The special 'bike days' extend children's physical skills further as there are opportunities for them to try different types of bikes. Several of the children are able to ride a two wheeler bike without support and parents comment that this is a skill developed through the opportunity provided by the pre-school for children to take a turn on different bikes.

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

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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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