

Shining Stars Day Nursery

Inspection report for early years provision

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Inspector

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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

Shining Stars Day Nursery was registered in 2006. It operates from two rooms in a terraced house in Thornton Heath in the London borough of Croydon. A maximum of 10 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 16 children aged from 13 months to under five years on roll. Of these, 10 children receive funding for early education. All the children currently attend on a part-time basis. The nursery currently supports a number of children who speak English as an additional language and a small number of children with Special Educational Needs.

The nursery employs four members of staff. Apart from the manager, all staff are employed on a part-time basis. Of these, three hold appropriate early years qualifications and one is currently training. The setting receives support from the Early Years Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Significant improvements have been made since the last inspection. The ambitious leadership has a clear vision for the setting. Staff promote the unique needs of every child and effectively meet their learning and welfare needs. Children play in a stimulating, inviting and secure environment. Staff's knowledge of how each child learns is reflected well in the quality of the provision throughout the Early Years Foundation Stage to ensure outcomes for children are promoted the majority of the time. The strong engagement with parents ensure continuity of care and development for children is given a high priority. The setting have developed successful partnerships with other agencies and most contribute to ensuring the needs of all children are met and they get the additional support they require. Systems to evaluate practice are effective and promote continual development.

What steps need to be taken to improve provision further?

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

- provide a consistent assessment system to enable clear tracking of children's development
- develop further partnerships with other settings and professionals to enable all children's learning and development needs to be met.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through the effective policies, procedures and safety practices implemented by staff. Children are kept safe and secure within the provision. All staff are aware of child protection issues and who to refer any concerns to. Fire drills are successfully implemented, recorded and evaluated to ensure all children have a good idea of what to do in an emergency. Thorough risk assessments are in place for visits and every day use of the setting.

All required documentation is in place to promote children's well-being and good health such as; accident records and medicine administration files. Robust procedures are implemented to ensure staff have checks and appropriate clearance to allow unsupervised access to children. A safe arrivals and departure procedure ensures children are collected by people known to staff.

The management have a clear sense of purpose about what it is they want to achieve and have built a committed team. The staff work closely together to enhance their practices and to identify weaknesses either through past inspections, support visits from the local authority or through new experiences gained at training courses. The setting has an ambitious drive towards their continual development.

Children have access to a wide range of resources, either pre-selected or within accessible reach for children. The resources available promote all areas of learning and encourages children to participate in the setting's activities. Children's background information is used effectively to ensure their individual learning and care needs are provided for. Children also have access to resources that reflect positive images of today's diverse society such as: books, posters, costumes and dolls. Staff are aware of children's home languages and encourage the positive reflection of this by giving children opportunities to use other languages in circle time or other group activities. Children celebrate a range of festivals and cultures to help them to understand the importance of celebrating differences.

The nursery has successful partnerships with some external agencies and professionals to ensure children receive the support they need to promote their development. Staff work with the Croydon Early Years team and a specialist setting for children with complex special educational needs. However, these partnerships do not fully support the learning and development needs of all children within the setting. Parents comment that their children have made good progress since attending the setting and appreciate the hard work of the staff and the opportunities provided to enhance their child's learning. The setting provides a service that is inclusive for children and their families that promotes equality and partnership. Parents receive good information through written policies, procedures, communication books and daily contact. Parents views are additionally sought through the use of questionnaires. Parents are kept informed about their child's progress through regular formal meetings with their child's key person. Parents are very positive in their views of the setting and the support staff give in nurturing

their child's learning and development.

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

Children are happy and settled in the environment. They are familiar with the routine and the layout of the setting due to continuous practices and the long term familiar staff. Children are confident to make choices from the pre-selected resources and move freely around the room from one activity to another. Staff have a clear respect for the children and they make learning and development their main focus. Children enjoy participating in all activities, particularly when they lead the play such as; small world imagination or role play. Children become engrossed in group discussions lead by staff, actively participating, commenting and asking additional questions. For example, in a group circle time activity on recycling, children talk and differentiate between the different materials. They relate the glass, plastic and paper to their own experiences at home and television programmes, using their communication skills to gesture, use expressions and vocally describe using some complex language. Staff ensure children learn to take turns, question other children's comments and critically think about the information they receive about the objects.

Children enjoy sharing books and listening to stories. Younger children show great interest in books and will often imitate reading behaviour in preparation for their own development in future reading and listening skills. Older children can write their names independently and younger children have many opportunities for mark making using a range of materials. Children use mathematical vocabulary freely and make excellent progress in problem solving, reasoning and number. For example, children sequence number circles to construct a caterpillar and measure ingredients for making playdough. Children have daily use of technology using electronic devices such as; walkie talkies, cameras, games and regular use of the computer.

Children enjoy the creative opportunities available. Staff engage with the children by effectively extending, supporting and questioning their creations. For example, children make models from paper plates and lollipop sticks. Staff and children engage in discussions as the work progresses on the model's origins from story books and imaginations.

The staff plan for individual children's learning needs through a flexible planning system which links closely to the children's profiles, showing observations of achievement, references to the areas of learning and the stages of development. However, not all children's observations are easily tracked within the Early Years Foundation Stage to ensure evidence relates to their continual development. All staff have input into the planning to ensure the next steps for individual children is identified and linked to the learning intention of the activities provided. Therefore there is a high priority given to promoting children's individual learning patterns, interests and particular favourite activities.

Children's understanding of hygiene is promoted well. They know the reasons for washing their hands, before eating, preparing food and after toileting. Staff have access to and implement procedures for changing nappies and clothes when needed. Children have a good understanding of how to promote their own safety. For example, they reaffirm to each other safety rules for riding vehicles in the outdoor space. Children relate to each other well. Staff act as excellent role models by valuing the children and treating them with respect. Children's behaviour is exemplary, they are kind to each other, give their peers opportunities to talk and answer questions, listen and follow instructions.

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	3
The effectiveness of the setting's engagement with parents and carers	2

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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met