

# Twinkle Stars Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	144558
<b>Inspection date</b>	25/07/2011
<b>Inspector</b>	Lynn Palumbo
<b>Setting address</b>	416 Seven Sisters Road, London, N4 2LX
<b>Telephone number</b>	020-8802-0550
<b>Email</b>	
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Twinkle Stars Day Nursery was registered in 1998. The nursery operates from a Caribbean community centre and is situated in Manor House in the London Borough of Hackney. All children share access to playrooms and secure enclosed outdoor play areas. The provision is open each weekday from 8.20am to 6pm, 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 20 children at any one time. There are currently 16 children on roll in the early years age range and they attend different times of the week. The nursery is in receipt of funding for the provision of free early education sessions to children aged three and four. The setting currently supports children who speak English as an additional language. There are four members of staff, all of whom hold appropriate early years professional qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making sound progress in this child-friendly setting where they take part in a varied range of activities. Staff make observations of children's achievements but these are not used fully effectively to plan for their individual next steps. Most records are in place although attendance records are not kept consistently and risk assessments do not cover all areas of the environment that need checking. This had led to some potential hazards being unrecognised. Partnerships with parents are generally effective although there are limited opportunities for them to be involved in their children's learning. Systems to self-evaluate are not yet fully developed but areas for improvement have been identified and staff demonstrate an appropriate commitment to improving outcomes.

## What steps need to be taken to improve provision further?

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

- ensure that risk assessment identifies aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when, and by whom, they have been checked (Suitable premises, environment and equipment) 10/08/2011
- take all reasonable steps to ensure that potential hazards to children are kept to a minimum (Suitable premises, environment and equipment) (Also applies 10/08/2011

- to both parts of the Child care Register)
- keep a daily record of children's hours of attendance (Documentation) (Also applies to both parts of the Childcare Register). 10/08/2011

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

- develop systems to enable parents to contribute to their child's learning and development record and to be involved in their learning
- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a satisfactory knowledge of what to do in relation to child protection matters and a suitable policy is in place. The management team and staff make risk assessments of some areas of the nursery but do not include all aspects that need checking. For example, they do not include the accessible kitchen area and the shed. This is breach of requirement. As a result, steps have not been taken to minimise the potential risks in these areas, such as pots and pans piled up on top of appliances in the kitchen. Risk assessments for each type of outing are made. Most other records required for the safe management of the provision are appropriately maintained. However, although staff keep an attendance record, the hours of children's attendance are not always accurately recorded. This is a breach of requirement.

Children are offered a varied selection of resources in the child-friendly play areas inside and outside in the gardens. In addition, children visit a range of recreational and educational places within the community, for example, local parks and the library. The systems in place to self-evaluate are not yet fully developed although the provider has received help to initiate self-evaluation and draw up a list of areas for development. This shows an appropriate commitment to improving outcomes for children although the setting has been slow to start addressing the identified issues. Staff are from diverse backgrounds and can offer support for children who have English as an additional language. Children's understanding of diversity and difference is progressing sufficiently as they celebrate festivals and special events throughout the year. This helps children to learn to value aspects of their own lives and the diverse society in which they live.

Staff have a generally sound partnership with children's parents. They invite parents to consultation evenings to meet with staff to share their children's achievements and they can talk to staff at any time. However, the provider has not yet fully established systems to involve parents in contributing to the observation, assessment and planning cycle, to ensure that they are fully involved with their child's learning. Parents receive information about the Early Years Foundation Stage and the provision through information displayed on the parents' board, and

other displays. The setting has established sound partnerships with other providers to ensure a shared approach to children's learning and well-being. The special educational needs coordinator demonstrates that she has sufficient knowledge to liaise with other professionals to support families with children who have special educational needs and/or disabilities.

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

Children are making sound progress towards the early learning goals. They demonstrate an enthusiasm for play which the provider, manager and staff encourage and support. There is a range of systems in place to observe and document children's progress and capabilities. However, this is not clearly evidenced for all children or used fully to inform planning for their individual learning needs. Overall, children experience a secure bond with their carers and as a result they appear settled.

During activities, staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, when children safely use knives to cut plums they have picked from the fruit tree in the garden staff ask questions about the benefits of fruit. This encourages the children to talk about the nutritious foods they enjoy at home and reinforces their understanding of a healthy lifestyle. Children develop their knowledge and understanding of the world as they grow vegetables and fruits in the garden and learn that plants need sun and water. While toddlers explore water play, splashing the water and enjoy making bubbles with their hands, staff offer some support by encouraging the children to count the bubbles. However, they do not extend the children's learning by providing opportunities for children to explore different quantities and measures. Children are learning to be physically active, as they enjoy playing tennis with their friends and tell staff how much they liked watching tennis during Wimbledon. In addition, they ride wheeled toys and enjoy challenging their skills on the play equipment. Children have a varied range of activities to develop their creative skills and they use various materials to stick and create patterns and designs. This is reinforced by exploring shapes and discussing their properties. They also enjoy exploring the texture of paint, mixing colours and designing pictures on the easel.

Children, including toddlers, are developing independence and contribute effectively towards the welfare of others. For example, they help staff to tidy up at the end of the session, wash their hands and play alongside other children. Children are developing skills that will contribute to their future economic well-being as they use information and communication technology. Children are learning about safety routines, such as fire drills and know they have to wear hats to protect them on a sunny day. They are adopting healthy lifestyles as they join in a thorough routine of washing their hands. Staff support this and remind them of the song, 'we wash our hands to wash away the germs'. They talk about how fruit will make them strong and enjoy picking and eating their own plums.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 10/08/2011
- take action as specified in the early years section of the report (Records to be kept). 10/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 10/08/2011
- take action as specified in the early years section of the report (Records to be kept). 10/08/2011