

Shining Stars

Inspection report for early years provision

Unique reference number	EY380910
Inspection date	03/02/2009
Inspector	Anne Mort
Setting address	1 Canning Street, Bolton, Greater Manchester, BL1 8EZ
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Shining Stars is privately owned and opened in 2008. The setting operates from the ground floor of a detached building in Bolton. There is no outside play area but the setting makes use of the nearby public play area. The setting provides funded education for three and four-year-olds and is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are 28 children on roll and all are in the early years age range. The setting supports children with a learning and physical disability and those for whom English is an additional language. Opening times are 09.30 to 11.30 and 12.30 to 15.00 during school term times. Additional care, with the same opening times, is made available during school holidays, dependent on the demand for places. The facility employs three members of staff who hold appropriate childcare qualifications. In addition to these members of staff two students currently work at the nursery. There is liaison with the local early years team.

Overall effectiveness of the early years provision

The setting is satisfactory in its early years provision. Children progress in their learning due to the knowledge of management, in the provision of qualified childcare staff, a variety of resources and activity planning. Management has a positive attitude towards inclusion. Children's individual needs are met because of the good relationship with parents in written information and daily conversation. The new management team are engaged in a self-evaluation procedure, to identify strengths and weaknesses in the provision and are aware they do not yet fully meet the requirements of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- check fire extinguishers are suitable and that the fire exit door remains free from obstructions and is easily opened from the inside
- consider the use of information and communication technology on a regular basis, to support children's learning, to enable them to find out about the uses of everyday technology
- develop the system of observing and assessing children's abilities to cover all areas of learning and plan for each child's individual next steps in their learning journey.

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

- carry out a risk assessment for each type of outing, which includes an assessment of required adult: child ratios (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 06/03/2009
- keep records of the information used to assess 06/03/2009

suitability of persons working with children, to demonstrate to Ofsted that checks have been done (Suitable people) (also applies to both parts of the Childcare Register)

- ensure at least one person who has a current paediatric first aid certificate is present on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

31/03/2009

The leadership and management of the early years provision

The recently appointed new manager describes self-evaluation as ongoing and provides evidence of the setting's capacity for continuous improvement. For instance, staff have visited another facility to observe staff practice and become better acquainted with systems to record a child's learning journey. The training needs of staff are identified and supported through discussion and awareness of courses on offer. However, records illustrate only one member of staff has a first aid certificate and the qualification is not in line with current first aid training requirements.

Management are committed to the safeguarding of children. Staff have a clear knowledge with regards to keeping children safe and the reporting of concerns. Staff have been subject to a recruitment, vetting and induction process, to ensure they are suitable to look after children, but not all documents are readily available to demonstrate that legal requirements are met.

There is an induction procedure, as a result staff and students are aware of their roles and responsibilities. Written risk assessments are in place for the premises but not for all outings. Children's safety is not fully supported. Some fire extinguishers are free standing with no illustration that maintenance checks are carried out. In addition to this items no longer wanted in the setting are seen stored near to and against the fire door, this impairs children's exit in the event of an emergency, However, this danger is immediately rectified by the manager. In the main children remain safe at the setting, for instance, there is a system in place for the recording of accidents, radiators and electrical sockets have covers and the building remains locked with a bell entry system. Visitors and parents are escorted onto the premises.

Staff are vigilant as they observe children's play and they are aware of an individual health or dietary need. This is because relevant information about a child is shared with staff in the contractual and consent forms that are agreed upon. Policies and procedures are made available to parents with updated information about the setting made available via letters, notice boards and daily conversation between a child's key worker and the parents. A fully inclusive and very welcoming service is provided for all children. Management are proactive in engaging with other agencies to promote the welfare of the children and accommodate where extra equipment is needed to support a specific need.

Information is given to parents about their child's care and learning through conversation with their child's key worker and in the displays of children's work. In addition to this parents are made aware they can visit the setting, at any time, to look at the activities taking place and view their child's learning record. Importance is given to a good partnership between the setting and parents. Privacy is provided for, and individual appointment times for parents are arranged, to enable confidential consultation with staff.

The quality and standards of the early years provision

The provision provides well for the care and learning of children. The open plan rooms are suitably planned and furnished to enable children to be comfortable and to share safe, suitable, age appropriate and challenging resources. There is a planned but flexible daily routine that incorporates outings. Children use and build upon their existing skills in indoor play. There is no outside play area but children enjoy fresh air as they walk to the local public play area. They find out what their bodies can do and develop large muscle control in the use of the play apparatus there.

There is activity planning which reflects the learning and development requirements. Children's ability and interests are made known to staff before a child starts, though not all parents have completed the booklet on offer that can be used to give staff relevant information. However, the booklets that are completed and discussion with all parents aid staff's awareness of a starting point in a child's learning journey. Each child has their own development folder. Staff are beginning to make observations of children at play and record these with some evidence of children's work, to demonstrate a child's experiences. The system of observing and assessing children's abilities to cover all areas of learning, and plan for each child's individual next steps in their learning journey, is in its early stages.

The clean, organised learning environment is child orientated and supports children's learning. Children are completely relaxed and, at times, are fully engaged in self chosen activities such as sharing books. Children are made aware of different cultural celebratory events of the year. There are some resources to reflect positive images of diversity. Staff know the children very well and give them freedom and time to explore. As a result, children look at, handle and use the various resources at their own pace. They develop large motor skills as they use play tunnels and ride bikes and trikes around the facility. Opportunity for children to find out about the uses of everyday technology is available but the two computers present are not in use.

Staff gently and kindly join in children's play at appropriate times. They engage them in conversation, which promotes children's understanding of language as a means of communication. Children's manipulative skills and understanding of shape is developing. For instance, they sit with a member of staff to select, name and talk about a particular shape. They enjoy the challenge of using a shape sorter and shape jigsaws as they chat.

Personal and social development is taking place because children are able to engage in conversation with each other and with adults. Children have emerging vocal patterns in more than one language and this is encouraged because staff are bilingual and often repeat a phrase in both English and the child's home language to promote understanding of the spoken word. Children are secure and their emotional needs are met because staff are gentle in their approach, in their conversational tone and offer children frequent one to one attention. Staff are skilful not to intervene when they see that children's developing awareness of their own ability leads them to try things on their own. For instance, children are independent in their use of a sharpener as they enjoy mark making with pencil crayons.

Children's health is supported and promoted because their dietary needs are made clearly known to staff. Fresh fruit is part of the menu planning for snacks. Children are aware when they are thirsty and freely choose their own drinks bottle, confidently carry it from the table and know to return it there after use. Children know to wash their hands at relevant times of the day and are presented with a liquid soap dispenser and paper towels to help prevent cross contamination. However, their independence is limited as staff supervise and pass these items to the children because they are out of reach.

Children are developing social skills as they sit together at tables to share resources. Staff are good role models and encourage children to say 'please' and 'thank you' at an appropriate time. Children are very relaxed, sociable and happy to be at the setting. This is due to management and staff's knowledge base about child development, their good work practice with the children and their positive interaction with parents.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 part of the report (CR3) 06/03/2009
- take action as specified in the early years section of the report (CR1.3) 31/03/2009

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 (CR1.3) 06/03/2009