

Starbrite Nursery

Inspection report for early years provision

Unique reference number	EY337016
Inspection date	02/12/2011
Inspector	Chrissie Pittman

Setting address	Laburnum Road Day Centre, Laburnum Road, Lowton, Warrington, Cheshire, WA3 2NL
Telephone number	01942 601180
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Type of setting	Childcare - Non-Domestic

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Introduction

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Description of the setting

Starbrite Nursery was registered in 2006. It serves the local community and operates from Laburnum Road Day Centre in Lowton, near Warrington. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times, from 8.30am until 3.30pm, Monday to Friday and during part of the summer school holiday from 9.15am to 11.45pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time, all of whom are on the Early Years Register. There are currently 69 children on roll. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level three. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are flourishing in this highly stimulating and caring environment. The provision for inclusive practice is exceptional and the unique qualities of every child are highly valued and respected. Robust procedures are maintained to promote a very high standard of health and safety. Comprehensive self-evaluation methods ensure the staff frequently review their practice and strive to continually make improvements to offer the highest standards of care and education. Exceptionally strong partnerships are in place with parents and most other professionals involved in the children's development and, consequently, all children thrive.

What steps need to be taken to improve provision further?

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

- extending further the partnerships with other early years professionals.

The effectiveness of leadership and management of the early years provision

Strong and extremely effective management ensure high standards are maintained. Meticulous and comprehensive records are organised to meet requirements and rigorously help promote children's welfare and safety. Clear and

robust recruitment procedures are in place, which ensure all adults working with children are suitably checked. Children are safeguarded because staff are very knowledgeable about child protection procedures having all attended appropriate training. They fully understand the procedures to follow should concerns arise and have the confidence to act appropriately. Staff complete thorough risk assessments and daily safety checks to keep children safe on and off the premises. They robustly monitor accidents and the daily use of the facilities to help inform risk assessments and improve safety further. Exceedingly high standards of cleanliness are maintained and all staff members with current first aid and safeguarding certificates are always present.

The manager's clear vision for the development of the nursery demonstrates a firm commitment to improvement. The excellent self-evaluation is used extremely well to review practice and target areas for development. The dedicated staff are kept very well informed and are included in all the decision making. They support each other enthusiastically and make very effective use of training opportunities to increase their knowledge and enhance outcomes for children. The nursery is very well equipped, with an excellent range of interesting toys and rich, varied and imaginative play materials.

The promotion of inclusive practice is outstanding. Staff are highly intuitive and respect children's individual preferences. They are very knowledgeable about promoting an inclusive environment for all children where boys and girls are actively encouraged to take part in all the activities on offer. Staff ensure children with English as an additional language are fully supported to help them settle. A very strong system is also in place to support children with special educational needs and/or disabilities to ensure they are integrated fully into the nursery. Children's transitions within the school are managed extremely sensitively to allow them time to become accustomed to the next phase in their learning. The staff have very effective links with external agencies such as, the Pre-school Learning Alliance and other nurseries that provide support for individual children. Managers also have regular contact with local authority early years advisors. The management recognises that there is scope for further extending partnerships with other early years professionals. This includes new initiatives, such as 'Every Child a Talker', as it becomes available to maintain the high aspirations the nursery has for every child.

There are excellent systems in place to develop effective partnerships with parents. They are made to feel extremely welcome and staff are always available to discuss each child's progress, either at the beginning or end of the sessions. Each child has their own nursery/home booklet which gives staff a good insight into their key child's home life. Parents' feedback is encouraged and their views are enthusiastically considered and implemented. Parents are also invited to attend social events and staff use these occasions to give parents information about the curriculum and how they can work in partnership to support their children. Parental comments about the nursery are highly complementary, indicating that they are exceedingly pleased with the care and education the nursery offers.

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

Children exude confidence as they play and talk animatedly when they share ideas, ask questions or talk about what they have done. They often initiate very articulate conversations with staff, visitors and their friends. Interaction is excellent and staff instinctively ask questions pitched at the right level to stimulate thinking and prompt exciting and intelligent answers from the children. Staff are very respectful of the children and treat them with excellent understanding, but with clear boundaries identifying appropriate behaviour. Children learn about the wider world using resources in everyday play that are representative of diversity. They are very eager to help staff and become extremely independent and rapidly capable of looking after themselves when allowed to do so. The youngest children settle well and develop confidence by watching and role modelling the older children as they become enthralled and actively involved in the learning experiences.

Consistent staffing means that staff have an exceptional knowledge of each child's developmental progress and an excellent understanding of the Early Years Foundation Stage. This allows them to plan and deliver activities in tune with each child's needs and interests. Children are able to offer their own ideas and staff act quickly on spontaneous comments. For example, they quickly research information about dinosaurs when children wanted to construct a dinosaur world. Staff are particularly aware of the need to continually develop observations and assessments to plan the children's next steps and consistently review these processes. Innovative learning journals, with comprehensive photographic evidence, are used extremely well to share information with parents and continuously monitor children's achievements. In addition, careful analysis of children's progress ensures that there are no gaps in learning. Children make excellent progress towards the early learning goals and reach above expected standards in many areas by the time they leave to start school.

Children create highly individual artwork using a variety of medium and materials, and explore colour, texture and shapes. Their creative works and handwritten labels are displayed for parents and visitors to appreciate their achievement. Children are extremely proud that their contributions are highly valued. A very effective range of adult-led methods are used to promote problem-solving, number and writing skills and children's interest in books. The staff and children make exceptional use of the outdoor classroom and have developed this very enthusiastically and imaginatively. Children can access the sand or water and investigate angles and the speed cars travel along chutes. A sandpit quickly becomes a well for a princess and then a witches cauldron. Gardening activities are very successfully organised and children help to plant sunflowers and a variety of plants to create sensory experiences everyone can enjoy. Children's knowledge of the wider world is supported extremely well as representatives from fire and rescue and the police share their knowledge with the children. Children also go on outings into the local community to take part in more exciting physical challenges.

Children are developing healthy lifestyles as they show an exceptional understanding of good personal hygiene routines. Children are provided with

healthy choices by parents at snack time. They know and confidently discuss the food that is good for them and enthusiastically take part in cooking sessions and the washing up afterwards. Children display an excellent understanding of how to keep themselves safe. They can explain why it is important to evacuate the premises swiftly when they hear the fire bell and respond well to information about road safety on outings.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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