

# Starfish Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY275059

**Inspection date**

07/12/2011

**Inspector**

Barbara Wearing

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Starfish Day Nursery registered in 2004. It operates from a converted vicarage next to St Luke's Church in Chadderton, Oldham. Children have access to five playrooms, a dining area and two outdoor play areas.

A maximum of 51 children may attend the nursery at any one time. The nursery is open weekdays from 7am to 6.30pm and is closed for Christmas and bank holidays. There are currently 51 children on roll, all of whom are in the early years age group. Care to children over five years to 11 years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special educational needs.

The proprietors are joint nursery managers. They employ 19 members of staff. Of these, 13 hold appropriate early years qualifications. The setting receives support from the local authority and is the linked day care provider for the local children's centre.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are secure, content and make good progress within the warm and welcoming nursery environment. The well-established, consistent staff team are deployed effectively. They work closely together to meet children's individual needs and to support them in their transition through the nursery. They observe children closely and are highly in tune with their interests and likes. Therefore, learning for children is fun. The proprietors and their staff team demonstrate a positive attitude and strong commitment to the continual development of the nursery.

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

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

- enhance children's development records, ensuring that summative assessments show a clear summary of skills children have at a particular point in time
- continue with plans to develop the outdoor area, enhancing opportunities for children to develop all areas of learning and ensuring babies have more regular opportunities to be outdoors
- promote further, opportunities for children to develop mark making and writing skills within various areas.

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

The nursery's clear record keeping, policies and procedures effectively promote children's safety and welfare. The robust recruitment, vetting and induction procedures ensure that staff are suitable to work with children and hold appropriate qualifications. They have a clear knowledge and understanding of the procedures that they and their managers must follow in order to protect children from the risk of abuse. Comprehensive risk assessments, supported by effective daily checking procedures, ensure that potential hazards are identified and minimised.

The staff team feel valued and motivated to continue to develop their skills and the provision for children. They have an excellent relationship with their linked children's centre teacher and greatly appreciate the support and advice they receive. This has been valuable in establishing their meaningful self-evaluation process that ensures that the nursery is constantly progressing and improving. Regular room leader meetings, room meetings, staff meetings and appraisals enable staff to give and receive feedback regarding their personal development and share ideas and concerns.

The nursery offers children a bright, homely and stimulating environment. Rooms are well organised in learning areas and children in most rooms are able to freely access all of these areas. A good range of freely accessible toys and resources reflect children's interests, show positive images of our diverse society and stimulate all areas of their development. All but the youngest children go outdoors on a daily basis throughout the year. The outdoor play area is currently being developed to further promote all areas of learning.

Good partnerships with parents and other professionals benefit children, parents and staff. Staff know children well and are responsive to their individual needs, therefore children settle quickly within the nursery. Staff work closely together to support children as they move to different rooms within the nursery. They develop close links with local schools that children will attend, easing their transition to school. Staff visit other early years settings to share best practice and children enjoy joining groups held at the local children's centre. Close partnerships with parents and other professionals ensure that children with special educational needs receive good support to enable them to make progress and benefit from their time at nursery. Information regarding the nursery and their children is shared with parents in various ways, including text messaging, newsletters, verbally and notice boards. Feedback from parents is sought and reflects the high regard they have for the nursery.

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

Staff have worked hard to develop their current systems for observation, assessment and planning. Planning boards show that this is highly effective in

ensuring that planning reflects children's current interests and likes and that parents are included in this process. Children's individual development files include regular observations and photographs. These show activities children have enjoyed, the areas of learning promoted and how staff will promote these further. Staff have an in-depth knowledge of children's current skills and abilities. However, these are not reflected as clearly on the summative assessment/tracking forms currently used.

Children and babies are happy and relaxed. Babies in the newly created baby room confidently explore all that is on offer to them, pulling themselves to standing and studying their faces in the mirror. They are supported by staff who show them care and respect and are sensitive to their individual needs and routines. Older children develop high levels of independence and a sense of belonging within their room. They develop healthy lifestyles and skills that keep themselves safe. They spontaneously sweep up the sand from the sand tray and help themselves to milk from the fridge and fruit from shelves within their snack area. All children are eager to play and learn and share their experiences with adults and their peers. They chat to adults and each other about their play, making plans, negotiating roles and reminding each other of rules. Children play imaginatively with a train set, explaining that a sign 'means stop' and telling another child that they must not 'snatch the trains'. The combined writing and creative area in the older children's room encourages children to make marks. However, mark-making materials are not generally in place in other areas of the room. Images or templates of letters are not accessible within the writing area to support more able children in their writing skills. There are many labels displayed around the room, promoting early literacy skills.

Children develop creative skills and have opportunities to explore a range of materials, through adult- and child-led activities. Young children have fun as they paint with glitter and water. Children use mathematical language, stating their play dough models are 'big'. Staff extend their vocabulary by stating that a larger one is 'massive'. Children match shapes using a computer programme and count objects and how many children there are at lunch time. Staff describe how they plan to challenge more able children's maths skills, encouraging them to sort and calculate.

Children develop their large muscle skills as they play outdoors. They throw balls into a crate and balance, jump and crawl using various equipment. They develop a knowledge and understanding of their community and learn about different cultures, customs and celebrations. They go on trips and welcome visitors to the nursery, such as the fire service and health workers. Photographs show children investigating and exploring the natural environment, although resources to promote this are not freely accessible in the outdoor play areas. Children are nourished and hydrated. They enjoy sociable mealtimes in the designated dining room and are provided with healthy, balanced, freshly prepared meals and snacks.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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