

Shining Stars Nursery

Inspection report for early years provision

Unique reference number EY429382
Inspection date 17/01/2012
Inspector Anne Drinkwater

Setting address Heywood House, Wadsworth Business Park, Bridgeman Street, BOLTON, Lancashire, BL3 6SA
Telephone number 07930989538
Email shiningstarsnursery@gmail.com
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.

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

Shining Stars Day Nursery is one of four settings privately owned by the registered provider. This provision registered in 2011 and operates from the ground floor of a large converted manor house on the Wadsworth Business Park in Bolton, Greater Manchester; accessibility is good. The children have access to five playrooms with associated facilities and an enclosed courtyard which is used as the outside play area.

The nursery opens each weekday from 8am until 6pm, for 51 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 112 children may attend the nursery at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. Of these, 16 children receive funding for early years provision. This nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery has procedures in place to support children with special educational needs and/or disabilities, and several children attend who speak English as an additional language, these children are equally supported.

The nursery employs a manager and six members of childcare staff. All hold appropriate early years qualifications and one has Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff generally have a satisfactory knowledge and understanding of the Early Years Foundation Stage. Positive relationships are established with parents and carers so that children's individual care needs are met. Most policies and procedures are in place, although the required risk assessments to ensure the safety of children have not been implemented. Consistent systems to observe and plan for children's next steps require development as do the partnerships with parents regarding their children's development. The evaluation of the nursery has yet to be implemented to reflect areas for further development so that outcomes for all children are improved.

What steps need to be taken to improve provision further?

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

- must conduct a risk assessment and review it regularly (Suitable premises, environment and equipment). (also applies to both parts of the Childcare Register) 31/01/2012
- identify aspects of the environment to be checked on a regular basis, maintain a record of these particular 31/01/2012

aspects and when and by whom they have been checked according to their assessment of the significance of individual risks (Suitable premises, environment and equipment). (also applies to both parts of the Childcare Register)

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

- develop further the use of the outdoor area as a stimulating learning environment that all children can access easily everyday
- involve parents more in their children's learning and development; for example, by making the children's portfolios more accessible, by encouraging them to contribute their children's initial starting points on entry and contribute to observations, planning and assessment
- improve further the arrangements for observations, planning and assessments so they can be used on a regular basis to incorporate children's next steps and assist in providing challenging learning and development experiences across all areas of learning both indoors and out
- develop systems of self-evaluation to ensure that staff, parents and children are involved in a meaningful way and monitor the impact that the improvements have on the outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff are suitably trained and know what action to take in the event of allegations of child abuse and are clear in their responsibility to protect children from harm and whom to contact with any concerns. Robust recruitment procedures ensure staff who work with the children are suitably qualified, safe and suitable to do so. Fire drills are practised and an accurate attendance record is maintained. Most of the policies and procedures are in place and shared with parents and a wealth of useful information is displayed around the setting and shared verbally and through the nursery website. The indoor space is organised effectively, creating a child-friendly environment. Children are grouped effectively, using a key worker system and staff are appropriately deployed, ensuring children are always supervised. However, the required risk assessments for the premises and outdoor play areas have not been completed, although a record of daily checks is completed. These checks do not identify the hazards posed such as some fire exits not being accessible and playroom doors not being secure. All areas of the nursery are clean and tidy, and hygiene procedures are implemented consistently in order to minimise cross infection.

Children's independence is fostered because large selections of resources are thoughtfully stored in places that they can easily access. They are encouraged to make choices and tidy away after their play and this fosters responsibility and teaches children to treat resources with care and respect. Displays around the nursery of children's work help to create a welcoming and attractive environment and add to children's self-esteem. Most staff are bi-lingual so they are able to

interact effectively with children from differing cultural backgrounds. Even young children are able to blend their own home languages with English and other dialects, broadening their understanding of, and respect for the diverse world in which they live. The nursery gains information from parents to ensure children's individual care needs are met and parents complete the 'All about me' booklet to inform the child's key person. However information as to the child's initial starting point in their development is not sought to enable staff to plan for their learning at the start of their placement. In addition, although parents are informed of their children's daily routines in relation to sleep, feeds and nappy changing, systems have not been put in place to enable parents to be kept informed about their children's achievements and development.

The management team demonstrate a commitment to ongoing improvement and as a result have employed a support manager to oversee the development of staff and procedures. In addition they receive support from the local SureStart development workers. Self-evaluation of their practice has yet to be implemented. However they have identified some of the areas for future development, showing a commitment to professional development for staff, enabling them to improve their knowledge and skills. Parents comment on how happy they are with the care provided, the development of their child's language skills and how approachable the staff are.

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

Children are secure in the setting and most are beginning to display a strong sense of belonging. They are happy and settled and generally display confidence and self-esteem. Staff work closely with parents to build good relationships so that they feel reassured when leaving their children. Information is regularly shared and diaries are sent home. Babies settle well with their key persons and good systems are in place to find out about their individual needs and routines. Babies enjoy stimulating activities providing self-discovery experiences and developing their senses. Older children are beginning to form positive relationships and seek out their friends. At times children are happy playing independently, but are equally content when engaged in collaborative play. Children are encouraged to recognise shape, colour and texture as they mould and roll out play dough, and relish in the praise and encouragement from staff for their efforts.

Children generally make satisfactory progress in communicating, literacy and numeracy, and are beginning to develop skills relating to information and communication technology through the use of a laptop. Counting and colour recognition is encouraged through everyday experiences. They are beginning to show an understanding of the society in which they live and the wider world; a wide range of religious and cultural festivals are thoughtfully explored through stories, role play, food tasting and creative activities. Several family members have come into the nursery to share their knowledge and experiences and these events help to increase children's self-esteem and enhance their learning. All children learn from an early age to value diversity and staff demonstrate a positive attitude towards equal opportunities. Overall, most children generally secure the skills they

require in order to progress in their learning.

Some children have a learning and development record known as a Learning Journey and these contain some examples of children's work, photographs and their observation and assessment records. Key workers maintain these and they help to build up a picture of each child's progress over time. However, some records are not available, are not up to date and there are inconsistencies in the way that the records are being completed. For example, some staff record and present information more effectively than others. Some contain the children's next steps in their development and some do not. Equally planning for the children's next steps is inconsistent and does not include all areas of learning. This has resulted in children's physical development being impeded because the outdoor play area is not effectively resourced or utilised to give children everyday opportunities to explore their outdoor play environment. In addition strategies that encourage parents to contribute to the Learning Journeys have not been fully explored. Consequently, the ability of staff and parents to help children achieve their full potential is somewhat reduced.

Children enjoy a range of freshly-prepared meals and snacks to include plenty of fruit and vegetables. They have regular access to fresh drinking water. Staff provide children with excellent role models and routinely encourage good manners and care and consideration for others. Children's good behaviour, effort and achievement is promptly acknowledged and rewarded.

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

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

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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). 31/01/2012

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). 31/01/2012