

5 Star Day Nursery Limited

Inspection report for early years provision

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Inspector Patricia Dawes

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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

5 Star Day Nursery Limited registered in 2011 and is run by a privately owned limited company. It operates from a large semi-detached house in Great Barr, Birmingham, West Midlands. The setting is accessible to all children. The children share access to a secure outdoor play area. The setting serves the local area and has good links with the local schools.

The setting is registered on the Early Years Register and compulsory part of the Childcare register. A maximum of 30 children from birth to eight years may attend the provision at any one time. The nursery opens 7.30am until 6.30pm, Monday to Friday for 50 weeks of the year. Children are able to attend for a variety of sessions. There are currently 28 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and they receive Early Learning funding for two-year-olds. The nursery supports children who speak English as an additional language and has systems in place to support children with children with special educational needs and/or disabilities.

There are seven members of staff employed to work directly with the children, all of whom hold early years qualifications. The setting receives support from the the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because staff are enthusiastic and committed and in the main create an inclusive environment where individuals are respected and valued. Documentation is maintained well and all relevant policies and procedures are suitably implemented in practice. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. Partnerships with parents, other professionals and providers are strong and offer consistency to enable children to make transition between settings with ease. The enthusiastic and dedicated management team has a clear vision for the nursery and is beginning to use ongoing evaluation and reflection of their practice to benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide positive images that challenge children's thinking and help them to embrace differences in special educational needs and/or disabilities
- develop further the evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. Recruitment and vetting procedures are appropriate and ensure staff are suitable to be working with children and hold appropriate qualifications. All staff understand their responsibilities to safeguard children and can capably describe procedures for working with relevant agencies to protect children from harm or neglect. Comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running of the setting. Risk assessments are fully documented to cover all of the areas children use and identify potential hazards and how risks are minimised. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork to ensure children's safety, such as attendance, accident and medication records, and consents for outings and emergency medical treatment. As a result, children's safety and well-being is promoted.

The setting is well maintained and displays of children's work and age-appropriate resources create a child-friendly environment to help children to settle happily. Ratios of staff to children are exceeded; as a result, children receive high-quality interaction. Routines run smoothly as staff are well deployed to support children. Visual aids and signs and symbols are used to help children understand these routines. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff have a good understanding of children's individual needs and recognise and value children's differences. All children are able to access a good selection of quality resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

Parents receive a good level of information about the setting and contribute relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. A key worker is allocated to each child to aid communication between parents and enable close bonds to form with children. Staff makes themselves available to feed back to parents each day and encourage them to look at the children's 'Achievement tree' to share their children's progress. Assessment records for children are shared with parents and methods of involving parents in children's future learning at home are fully promoted through the recently introduced homework bags for children in pre-school. Parents' views are valued and sought in the form of questionnaires; information is used to raise standards and ensure continuous improvement of the setting. The setting promotes good partnerships working with other professionals because staff recognises the importance of this to support children's individual needs. They are developing appropriate links with local schools, to ensure continuity of care and learning and a smooth transition as children move on in their education.

The management demonstrates a commitment to improving their practice and has a clear vision for the future to maintain continuous improvement. Regular staff meetings provide valuable opportunities for practitioners to share good practice

and to identify their training needs, which are prioritised by the manager. Staff attend various training courses to increase their knowledge and understanding of the Early Years Foundation Stage and to ensure that all keep up-to-date with changes. The management has yet to undertake a formal self-evaluation using reflective practice which includes views from staff, parents and children. However, they have formulated an action plan which identifies areas for development, such as the re-development of the outdoor play space to provide children with a more stimulating learning environment.

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

Good relationships are evident between the staff and children. All children are happy, relaxed and settle well into the daily routines. Babies bond well with staff and positively respond to the good levels of care shown to them. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. Staff demonstrates a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. They have a secure knowledge of the children in their group, enabling them to assess and plan for future learning. Individual interests are considered when planning themes, valuing diversity within the group. Methods used are effective and, as a result, children make good progress.

Children learn through play in a warm, well-resourced environment. Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately supported by staff. Older ones respond well to gentle reminders of using the equipment safely or walking sensibly when accessing outdoors. A range of visitors, such as the fire officers, a Spanish teacher and the Animal man, come into the setting to support topics on safety, language and the natural world. Trips out in the local area provide opportunities for children to strengthen skills learned and enable them to develop awareness of the world around them, such as a shopping trip to the local supermarket or library. Staff promotes a positive awareness of diversity through discussion, positive images and the celebration of various activities. Children have recently celebrated Chinese New Year, producing some very colourful art work which is displayed in all rooms. Knowledge and understanding of the world is further developed as children plant and care for vegetables with the intention of using them for lunch in the future. However visual images and resources depicting disability are limited. This means children's thinking is not fully challenged to help them to embrace differences in people.

Children's language skills are developing as staff engage in play with the children and take time to listen to them. Younger babies babble in response to staff communications and at singing times. Children are helped to recognise their own names and the names of their friends from their artwork being displayed throughout the nursery. Children develop hand control needed for later writing as they freely access a variety of mark-making materials. All children undertake messy play activities, such as water play, painting and sticking, which stimulates their creative development. Babies enjoy exploring different textures and colours in the black and white areas within their rooms. Older children used their skills to

explore technology, attempting to use the mouse to complete simple programmes, whilst babies enjoy musical toys and show pleasure as they press buttons or create a sound with the rattles. Simple mathematical and scientific concepts are introduced during story time as they sing number rhymes, or during sand play, comparing the size of containers and objects.

Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. Staff recognise that some children learn more effectively outdoors, as a result they create increasing opportunities for older children to explore wider activities through access to a free-flow outdoor play area. Children take great delight in using the binoculars they have made to go bird watching after finding a feather in the garden. The setting has plans to develop this area by creating a sensory herb garden and a digging and planting area. Staff working with the youngest children endeavour to provide daily opportunities for outdoor activity, as staffing allows, such as walks into the community. This extends children's enjoyment further and they all benefit from the fresh air and physical activity.

Methods used to encourage children to follow effective hygiene routines such as, hand cleansing before snacks or after nappy changing, are routinely used with all children. The nursery promotes healthy eating; meals are freshly prepared and are nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. Staff take time to sensitively support younger children with feeding skills, and babies are cradled in the arms of staff during their bottle feeds. Routines such as snack time are used to support older children's independence skills more effectively, for example individuals are encouraged to pour their own drinks and select a snack. They also take responsibility for serving their own lunches. Overall suitable methods are used to encourage children to adopt healthy lifestyles.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

Outcomes for children in the Early Years Foundation Stage	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