

Shining Stars

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Shining Stars nursery registered in 2011 and operates from purpose built premises in Wainfleet, Skegness. Children have access to large open plan rooms and secure, enclosed outside play areas.

The nursery is registered on the Early Years Register. A maximum of 45 children may attend the setting at any one time, nine of whom may be under two years of age. The nursery is in receipt of funding for early education. The nursery is open each weekday from 8am to 6pm. There are currently 64 children on roll who are all within the early years age range. The nursery offers care to children with special educational needs and disabilities.

Thirteen members of staff work directly with the children. Of these, two have a degree in early years, one has a level 4 early years qualification, six have a Level 3 early years qualification and four have a level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners create an inclusive and welcoming setting. Space and equipment are organised to encourage children to self-select and explore the environment. Practitioners have a good knowledge of safeguarding and know how to protect children from harm. Children make suitable progress towards the early learning goals; systems for planning, observation and assessment are sufficient and mostly activities meet children's individual learning needs. The manager and practitioners have a good understanding of the priorities for improvement and have implemented an effective system to evaluate and reflect on the quality of provision.

What steps need to be taken to improve provision further?

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

- extend the range of resources and activities, which children can respond to by using many of their senses
- enhance children's communication, language and literacy skills by providing an environment rich in print, signs and symbols.

The effectiveness of leadership and management of the early years provision

Children are well-protected in the setting because all practitioners demonstrate a secure understanding of their role and responsibility with regard to safeguarding children. The manager and many of the staff have undertaken further

safeguarding training making certain their knowledge is up-to-date. The environment is safe as written risk assessments and daily checks ensure hazards are identified and minimised. The required range of policies and procedures are in place underpinning the nursery's practice. Practitioners are deployed appropriately to ensure children are safe and well cared for. There are sufficient resources to support children in most areas of learning. These include resources to help raise children's awareness of diversity.

Practitioners are committed to working together to ensure all children achieve their full potential. The newly appointed manager has a good understanding of her priorities for improvement and is continually supporting her team to implement identified changes. Practitioners are clear about their roles and responsibilities, are well qualified and have a commitment to continual professional development. Self-evaluation takes into account the views of everyone, for example the children cut out pictures of toys they would like to play with and parents complete a satisfaction questionnaire.

The whole staff team demonstrate a genuine commitment to working closely with external agencies to support the inclusion of children with special educational needs and disabilities. Practitioners have satisfactory relationships with parents and there are appropriate systems in place to ensure they are informed about their children's welfare and development. A monthly newsletter informs them of forthcoming events and practitioners complete daily diaries for younger children and give adequate verbal feedback.

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

Practitioners have an adequate understanding and knowledge of the Early Years Foundation stage and offer children a range of activities that help them to make progress in their learning. Systems for observation and assessment are in place and inform next steps in children's learning. Practitioners use photographs effectively in 'learning journeys' to celebrate achievements and children enjoy looking at them and talking about their experiences. Children are content, settled and they make choices about which activities they wish to take part in. Babies benefit from a comfortable, safe area with ample space to explore their surroundings. They have access to a suitable range of toys and activities to stimulate their interest, such as a mirror activity and painting on a low height table. A sufficient selection of books is available in all areas; they are regularly used in small groups, or one to one with a child and practitioner. A stimulating 'cosy' area has been developed and children enjoy using their senses to explore natural materials and scented candles. A range of resources are available to develop children's early writing skills, such as, clip boards and pencils. However, their communication, language and literacy skills are not fully extended as the environment is not rich in print, signs, symbols and notices. Children play with toys and resources that reflect different people and this helps them to embrace differences and challenge their thinking about religion, culture and disabilities.

Children enjoy a range of craft activities and have free access to a creative area;

they enjoy making 'robots' with long hair. They confidently talk about what they have made, for example 'it's a robot that looks like me'. A shaving foam activity stimulates lots of conversation as children recall playing in the snow and enjoy squeezing the foam and making ice creams with it. However, older children do not have regular access to a wide range of experiences, that children can respond to by using their senses, which does not effectively promote their creative development. Children have free-flow access to a well-resourced outdoor area where they extend their physical skills riding on bikes and running around. They embark on a nature walk with practitioners and find ladybirds which they study carefully; their understanding is broadened as practitioners show them books about nature in the 'discovery area'. Children learn the importance of healthy and nutritious food as they have fresh fruit for snack and practitioners talk about vegetables making them grow when they eat their lunch.

Children's independence is well fostered, at snack time they serve themselves drinks and butter their own crumpets. Afterwards they thoroughly enjoy washing the real plates and cutlery themselves and dry them with paper towels. Children enjoy playing with real fruit in the role play area and use their imagination as they pretend to be police officers. Hygiene in the nursery is well promoted, the rooms are clean and spills are mopped up immediately to keep children safe. Children show an understanding of the importance of washing their hands prior to eating or after using the toilet because practitioners provide consistent guidance. Children are developing their understanding of dangers and how to keep themselves safe. For example, they regularly take part in fire evacuation drills and are reminded to walk when inside the setting. They are kept secure through good procedures for entry to the building, for example, doors are always locked and all visitors must sign in at reception. Most children are well behaved and interested in their learning, as practitioners provide lots of praise and encouragement.

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?	3
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	3
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	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

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	2
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	2

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