

# Young Stars Nursery

Inspection report for early years provision

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**Unique reference number** 253585  
**Inspection date** 21/03/2012  
**Inspector** Carly Mooney

**Setting address** Nursery Dept, Butlins, Skegness, Lincolnshire, PE25 1NS

**Telephone number** 01754 762311 x5254

**Email**

**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

Young Stars Day Nursery has been operating for many years. It operates from a single story building in the centre of Butlins Holiday resort, Skegness. The nursery serves parents employed by Butlins. There is a separate guest nursery for guest's children staying at the resort. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. An Out of School Club operates during school holidays.

The nursery opens Monday to Saturday all year round. The nursery is open from 8.30am until 6.00pm. Children are able to attend for a variety of sessions. The Guest nursery is open from 10.00am until 12.00pm and again from 2.00pm until 4.00pm seven days a week. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 35 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 37 children attending who are within the Early Years Foundation Stage. A maximum of 29 children may attend the guest nursery at any one time all of whom may be on the early years register. The nursery also offers care to children aged over five years. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 18 members of child care staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and well provided for by caring and attentive staff who value each child as individuals. In general, children make good progress in their learning and systems for observation and assessment are developing. Secure relationships with parents are in place. Staff are led and managed well by a management team who demonstrate a firm commitment to improving and continuously developing the provision.

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

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

- enhance the outdoor learning environment to further develop children's opportunities to explore, use their senses and be physically active
- review planning and assessment systems in the Team Nursery room to provide appropriate, realistic experiences that build on children's interests and ensure next steps identified are meaningful to individual children's

learning

- ensure parents of children in the Team Nursery room receive regular information regarding their child's learning and development.

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

Clear safeguarding systems are in place to protect children within the nursery and staff attend regular training to ensure they are up-to-date with the most recent information. Robust systems are in place to ensure that all staff who work with children are suitable to do so. A clear induction programme ensures staff are familiar with all policies and procedures and effectively implement them into the day to day running of the nursery. Risk assessment procedures are thorough and include daily checks that enable any hazards to be identified and minimised immediately. Staff are deployed effectively and work closely as a team to provide good supervision of children both inside and out. All documentation regarding children's health, safety and welfare is comprehensive and kept to a good standard.

Children play in a bright, stimulating environment where they are able to access a wide range of age appropriate toys and resources. The twinkle stars room is fairly new to the setting and provides children under two with a cosy, comfortable, homely environment which helps them settle well. There is ample space throughout the nursery for children to move freely, especially older children as they independently access the large garden throughout the day. Children's work and photographs of themselves are displayed, along with family photographs in the twinkle stars room which gives children a true sense of belonging. Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in any way. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families.

Parents are positive about the nursery and feel happy with the care provided; specifically commenting on the close relationship their children have with the staff. They are made to feel welcome in the setting and receive good feedback about their child's day either verbally or in a daily diary for younger children. Relevant, clear information is gathered from parents at the beginning regarding their child's care and development and progress records are available to parents at all times. Effective systems for sharing information about children's progress have been implemented in the twinkle stars room as monthly photographs and observations are sent home. Currently parents of children in the team nursery room are not regularly updated of their child's progress and this has been identified by parents in recent questionnaires. Good links have been formed with local schools to aid a smooth transition from nursery to school life.

The management team demonstrate clear vision for the future and constantly strives to improve outcomes for children. Current systems for self-evaluation are effective in monitoring and evaluating the provision. Staff demonstrate a positive commitment to improving their knowledge through professional training and have a good working relationship with the advisor from the local authority.

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

Children enjoy their time in the nursery and are well looked after by caring and attentive staff. Babies receive cuddles and lots of reassurance so they make meaningful relationships with the adults that care for them. They follow their own individual routines for rest times and feeding so they are settled and content. Children communicate confidently with staff who provide support at their chosen activities. In general, staff are secure in their knowledge of how children learn which enables children to make good progress in their learning and development overall. Planning systems in the Twinkle Stars room are based on children's interest and individual learning needs. Planning within the team nursery is more generalised, with focused activities linked to a theme or topic rather than individual learning. Learning journeys provide a good account of the children's time at the setting with interesting photographs and achievements recorded. However, next steps identified are often too general and do not identify individual learning intentions.

Children's personal, social and emotional development is supported well throughout the nursery. Older children develop their independent skills as they spread their own toast at snack and access tissues to wipe their own noses. Babies are learning important social skills as they sit together to eat with their peers and older babies encouraged to feed themselves using appropriate cutlery. Children behave well and are developing good self-esteem as they receive lots of praise and encouragement from attentive staff when they do well. They are aware of rules and boundaries and enthusiastically help to tidy away the toys once the three minute sand timer has finished.

Children play in a word rich environment and can access a range of books in the cosy book area. Mark-making materials are constantly available and older children enjoy making marks in a number of ways, for example, using rollers and paint brushes to paint the walls outside with wet mud. Older children access the outdoor environment on a daily basis and enjoy spending time in the fresh air. However, in general the garden lacks stimulation and variety to extend children's learning. Children have good opportunities to access the local environment as they use the resorts facilities, such as, the train, visit the duck pond to feed the ducks or spend time on the beach. Children celebrate other cultures and access appropriate resources that help them become aware of similarities and differences in people. Children have the ability to express their creativity through participating in a range of activities including sand, painting and pasta play. Babies listen attentively to staff singing familiar songs they enjoy, such as, wind the bobbin up and wheels on the bus.

Children's welfare is effectively promoted. Most staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children learn about healthy eating through the range of balanced and

nutritious snacks and meals provided. All areas of the nursery are kept clean and hygienic and staff follow appropriate nappy changing procedures to minimise the risk of infection. Children are learning to maintain their own personal hygiene well, with older babies encouraged to wipe their own faces and hands after eating. Children participate in safe practices, such as, fire drills and feel safe and secure in the setting.

## 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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met