

Stargazers Nursery

Inspection report for early years provision

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Inspection date

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Inspector

Lesley Bott

Setting address

Stargazers Nursery, Unit 8, Sweetlake Business Village,
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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

Stargazers Nursery opened in 2002, transferring into the present ownership in 2005. It operates from a unit based on Business Park in Shrewsbury, Shropshire.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 42 children on roll who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to nine years. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs eight members of childcare staff. Of these, six 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.

Highly effective partnerships between the nursery, parents and other agencies ensure children's unique needs are met. Children make good progress in learning and development. Effective policies and procedures are followed and generally confidentiality is maintained. Most rooms are suitably maintained and the risk assessments are clearly recorded. The setting understands their strengths and identifies suitable areas for development. They have made good progress to develop their service since the last inspection and demonstrate the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all areas are adequately ventilated with particular regard to the baby room
- ensure children's records are accessible to only to those who have a right or professional need to see them.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a clear commitment to safeguarding. They are all well aware of their individual and collective roles and responsibilities with regards to

safeguarding. Staff are effectively trained to recognise that children may be at risk of harm and to liaise with appropriate agencies. Clear policies, procedures and record keeping systems ensure children are kept safe, protected and supported. Risk assessments are maintained and a range of safety precautions are in place to protect children. However, information recorded on new starters to the nursery is not always stored confidentially, therefore, accessible to visitors and parents and carers.

Effective use is made of space in the setting to provide a wide range of different activities and experiences. Accommodation is good, fit for purpose and appropriate steps are taken to ensure resources and the environment are sustainable. However, staff are not always proactive in airing the baby room, in particular following nappy changes, which is unpleasant for those in the room. Good quality resources are varied and used exceptionally well. This significantly supports children to achieve planned goals. All children have opportunities to be outside on a daily basis. The outdoor area is comprehensively resourced to provide good opportunities for learning in all areas of development. Information gained about children's background, interests and abilities is used by the key workers to tailor learning experiences to the needs and abilities of individual children.

Staff have an excellent working relationship with parents. Parents are well informed about all aspects of the of their children's achievement, well-being and development. They receive clear and detailed information, about the setting, through a welcome pack, newsletters and notice boards. Parents are invited to discuss their child's progress and agree their next steps for development. Children benefit from parental involvement in their learning in the setting as parents' evenings are held on a regular basis. A parent's contribution sheet is sent out on a regular basis requesting information on their child's, interests and hobbies that they are involved in when not at nursery. These are taken on board to improve outcomes for children. Effective working relationships with external agencies for children who have special educational needs and/or disabilities ensure each child gets all the support needed. A good partnership is developing with other providers delivering the Early Years Foundation Stage to ensure progression and continuity.

The action plan taken to tackle the identified weaknesses including actions and recommendations from the previous inspection is effective. All staff are strongly committed to improvement, and professional development. Through the introduction of a training matrix staff have the opportunity to attend training and workshops to ensure their skills and knowledge is updated. The manager is able to identify through self-evaluation the strengths, weaknesses and overall quality of her service and makes good use of findings to develop the provision.

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

Children are well cared for in an environment which is accessible and inclusive. They are able to access a wide range of activities which are both adult-led and child-initiated. Staff organise the indoor environment around the six areas of

learning very well. Within this small setting, all staff carry out daily observations on the children. This information is used for future planning to ensure that each child is appropriately supported and challenged in their learning. Assessments clearly identify children's good progress in learning and development.

Children demonstrate that they feel extremely safe and secure as they confidently play well on their own, with each other and with the staff. Children's understanding of safety issues is very well demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example, while on the obstacle course the children work together to help each other keep their balance to complete the course. Ground rules are displayed and children know and understand routines as they behave very well, join in and cooperate and share with each other.

Children's individual needs are well met. They have an excellent understanding about health and hygiene through planned activities and daily routines. Children know and understand how and why they have to wash hands after messy play and before choosing to access the cafe style snack time. Children are encouraged to bring their toothbrushes into nursery to use after lunch time. This provides staff excellent opportunities to discuss hygiene practices with them. Children receive a very balanced healthy and nutritious diet both at snack and meal times. All dietary needs are met well, as alternatives are always available. Children develop their skills for the future as they help prepare for snack, setting out the table and cutting and preparing the food. They self-register themselves to show staff that they have eaten. Every day, children exercise in the fresh air, which is good for their health. They particularly enjoy jumping and playing in the puddles as they splash about in the rain.

Children develop good learning and social skills that equip them well for the future. They communicate very well with the staff and demonstrate growing literacy skills. They easily access the books, and enjoy bubble painting, blowing into the straws before putting their paper on top for the print. Children really enjoy their learning with a choice of activities in place throughout the sessions. For example, children play with play dough, talking with staff about colour and shape, and looking at rolling and cutting extending their language and manipulative skills. Other children choose to go into the role play corner and bring the fruit over and start to prepare food, putting pretend food into the oven to cook for dinner showing excellent imagination. Adults ensure that children are able to explore and develop at their own pace to allow self-esteem to take over. Younger children enjoy making dens and use this as a place to play with the cars as they make 'brumming' sounds. All children have very good opportunities to develop their language and communication skills through regular sessions with the music and French teacher. Children learn new songs, how to play instruments and listen to different genres of music extending their creativity and knowledge of the world.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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