

Starz

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*.

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

Starz was registered in 2011 and is run by a Trust. It operates in a room within St Giles Primary School and shares toilet and playground facilities with the school.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children from two years to under eight years may attend at any one time. The setting is open from Monday to Friday from 7.45am to 6pm. Sessions consist of a before and after school club, pre-school and holiday club. There are currently 48 children on roll.

The setting employs nine members of child care staff. All these, with the exception of two, hold appropriate early years qualifications. Three childcare staff are undertaking a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. The needs of all children are accommodated and their welfare is consistently promoted. Children generally maintain an interest in their personal health, well-being and physical development, and practitioners are committed to creating further opportunities to consolidate children's learning in these areas. Practitioners have an accurate understanding of how to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- provide time to support children's understanding of how exercise, eating and hygiene promote good health
- help children to learn about the food chain by planting, growing, gathering, preparing and using different foods.

The effectiveness of leadership and management of the early years provision

All necessary steps are taken to safeguard and promote the welfare of children. An effective safeguarding children policy is implemented and individual practitioners are fully aware of their roles and responsibilities in relation to safeguarding children. Children are provided with a safe and secure environment in which to interact and explore rich and diverse learning and development opportunities. A formal risk assessment is conducted, and practitioners constantly reappraise both the environment and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.

Management systems run smoothly and all required documentation is maintained and readily available for inspection. Accurate record-keeping and strong organisation enhances children's well-being. The management team has energy and enthusiasm and employs a whole-setting approach to promote achievement for all children. Practitioners recognise the value of quality continuous improvement and self-evaluation is used as the basis of ongoing internal review. The setting supports continuous professional development for all staff, and target setting is realistic and challenging. Consequently, outcomes for children are good.

Staff deployment is effective, and practitioners support children to learn with enjoyment through well-planned experiences. A good balance of child-initiated and adult-led play-based activities ensures that all children remain interested and motivated. Practitioners skilfully extend specific areas of children's learning, boost children's language and communication, and observe and reflect on children's spontaneous play. The bright, airy and spacious environment enhances children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

Practitioners work in partnership with parents by sharing all relevant information and involving them in their child's continuous learning and development. An inviting atmosphere with approachable staff helps to create effective communication, and everyone receives a friendly welcome. Comments such as 'brilliant; children are so happy and the staff are great'; 'my child has come on in leaps and bounds'; 'good insight into our children's learning'; and 'staff are friendly and approachable' reflect parents' views. Practice is fully inclusive and practitioners build caring and respectful relationships with all children and their families.

Practitioners work in partnership with other professionals such as the Health Visitor and Speech Therapist to promote optimum continuity of care. There is a strong commitment to supporting children during transition times, and school-readiness is a key element of the provision. Good links exist with the Foundation Stage Coordinator and practitioners are committed to complementing what children are learning at school. Members of the local community are invited into the setting to share their expertise and children benefit from visits from a dentist, optician, fire officer, police officer, cow farmer and bee-keeper.

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

Practitioners' good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being. Activities are well planned, based upon accurate observations, and fully matched to children's individual needs. Children have plenty of space and time to pursue personal interests, and schedules and routines flow with their needs. Children's behaviour is good; they are happy, relaxed and demonstrate a delightful sense of belonging. Attendance is very enjoyable, and children play harmoniously within an interesting and well-equipped environment. All children enjoy good opportunities to enjoy their learning and achieve well, feel safe, learn to lead

healthy lifestyles, make a positive contribution and develop their skills for the future.

Children are engaged in a wide range of fun and interesting learning opportunities such as Morris dancing, making musical instruments, designing Olympic torches, creating key-rings, conducting scientific experiments and making pizza. Children are fascinated with the natural world; they watch worms burrowing deep into the soil in the wormery, listen out for sounds in the local environment, talk about the weather and learn about different animals through visits from the Animal Man. Currently, children are not fully supported in developing an understanding about the importance of physical activity and making healthy choices in relation to food. Practitioners intend to enhance this, to give all children better opportunities for effective development and learning in physical development.

Children's health, physical and dietary requirements are very well met. They follow efficient personal hygiene routines and enjoy ample opportunities to engage in physical activities. Outdoor play is popular and children adore riding bikes and scooters, playing football, volleyball and tennis, running around and competing in races. Children display a positive attitude towards healthy eating. Healthy, nutritious and varied snacks are available including pineapple and cheese, yoghurts, melon, grapes, pitta breads and breadsticks. Children currently have limited opportunities to plant, grow, prepare and taste different foods. Practitioners are in the process of incorporating gardening activities into their planning to enhance children's interest in the world around them and help to consolidate their understanding of healthy lifestyles. Children are content and settled, and make firm friendships.

Children develop a strong sense of how to stay safe within the setting. They learn about safety issues such as using apparatus sensibly, moving around carefully and using scissors safely. In addition, they benefit from informative visits from the fire service and the police. An emergency evacuation procedure is in place and this is routinely rehearsed with the children. Practitioners offer children careful explanations and routinely explain boundaries, rules and limits. Children are supported to make choices and subsequently feel some control over their day. They behave very well and gain a lovely sense of responsibility. Close relationships are observed and children receive warm, responsive care within a safe, supportive environment.

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	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

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

Met