

A Star Kids Nursery

1 Rosewood Avenue, HORNCHURCH, Essex, RM12 5LH

Inspection date

Previous inspection date

21/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and benefit from a suitable range of adult-led and child-initiated experiences, both inside and outdoors.
- The provider has begun to implement a programme of professional development, monitoring performance to make sure each practitioner has training planned to help improve their practice.
- Links with parents support children's care and help them to be involved in some areas of their learning.

It is not yet good because

- The planning and assessments do not consistently identify children's stage of development and plans for future progress in their learning to effectively identify and narrow any gaps in their progress.
- Staff do not always clearly explain potential hazards to enable children to gain a secure understanding of how to keep themselves safe.
- Although the provider has identified some areas of weakness, these have not been addressed to ensure that staff's knowledge and their support of children is fully consistent.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector reviewed a sample of documents regarding the safeguarding and welfare requirements.
- The inspector observed four children to assess their stage of learning and progress.
- The inspector spoke to staff about their training and parents about the needs of their children.
- The inspector involved the deputy and provider in observations.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

A Star Kids Nursery is privately managed. It registered in 2012 and operates from a purpose built building in Elm Park, in the London Borough of Havering. Children have access to an enclosed outdoor play area. It is open each weekday from 7am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to offer care up to 30 children, from the age of two years. There are currently 42 children on roll. The nursery supports

children with special educational needs and/or disabilities and children who learn English as an additional language.

The nursery receives funding for the provision of free early education for three- and four-year-old children. Six members of staff are employed at the nursery, of whom four have an appropriate level 3 qualification in childcare. Two members of staff have Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve the ongoing assessment to ensure observations identify children's level of achievement, interests and learning styles to shape learning experiences for each child.

To further improve the quality of the early years provision the provider should:

- monitor staff to ensure they consistently fulfil their responsibilities in supporting children's learning and development, and improving the educational programmes to ensure that they have sufficient depth, breadth and challenge and reflect the needs, aptitudes and interests of all children
- improve children's understanding of risk through clear explanation and activities that encourage them to explore their environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programme throughout the nursery offers some depth, breadth and challenge for children. However, it does not fully reflect the needs, aptitudes and interests of all children. Staff are aware of the children's interests from home and they are making some initial observations to inform planning. However, at times the assessments do not contain sufficient detail to identify where children are making progress.

Children enjoy listening to story time contributing their thoughts about the story and mimicking the characters feelings. They benefit from a suitable range of adult-led and child-initiated experiences, both inside and outdoors. For example, when young children make marks, staff support their growing vocabulary by encouraging them to talk about what they are drawing. Staff are aware that not all younger children talk about their marks, as would be expected for their stage of development. As a result, staff involve parents by asking them to encourage children's talking at home. This supports staff's

assessment of children's individual development and helps to identify any professional assistance they may require.

Older children demonstrate they are confident talkers, which will help them in readiness for school. They animatedly role-play with their friends, confidently sharing previous experiences from home. For example, children make shopping lists and talk about various quantities of food. Whilst staff do offer some support to children in their play, there are times when children are receive less support through inconsistent staff interaction. However, the provider has development plans in place to help staff support all children in making good progress.

The contribution of the early years provision to the well-being of children

The key person system supports children's emotional well-being and they show developing emotional attachments. Children are happy and they enjoy playing in welcoming playrooms. Older children show their self-confidence, for example, standing up and singing to their friends. Most children show that they feel safe during their play and staff encourage them to understand about their own safety. However, during the inspection not all younger children were working within these boundaries as they were able to pick up stones between the garden doorway and put these in their mouth. Although staff discouraged this, no clear explanation was given to help children understand how to keep themselves safe.

Children are making friendships and accept each others differences. They play alongside each other and ask staff to join in with their learning experiences. Children eat a healthy diet and vegetarian options are available. Staff talk to children about the importance of healthy eating which helps children to develop an understanding of a healthy lifestyle.

Staff enable children's physical well-being effectively as there is a free flow play system operating to provide children with consistent choices of outdoor experiences and support their good health.

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

The provider and staff understand the safeguarding and welfare requirements. Designated staff take overall responsibility for safeguarding procedures, for example, for child protection and first aid. Risk assessments are in place for most areas of the provision and outings, although there are some minor omissions. The provider has an understanding of her responsibly in meeting the learning and development requirements. She collates information about children's interests when they start at the nursery and staff are using this information for planning. However, the quality of the assessments and monitoring does not consistently identify where children are making progress and promote their next steps.

The provider has recently implemented a programme of professional development to monitor staff performance, making sure relevant training is planned for. This will continue to help to improve and develop staff performance. Although the system is in the early stages, staff are receiving verbal feedback about their performance. For example, the provider shares ideas about the re-organisation of story time to help maintain children's interest. This will continue to help to improve and develop staff performance.

The provider and staff are working in partnership with parents. The nursery recently held a parents' day, providing parents with a range of information about their children's care. Staff talk to parents about their children's progress and share any behaviour concerns. The provider has plans to share all information in profiles with all parents. She is aware of the importance of working with others in partnership to support children with special educational needs and/or disabilities. The special educational needs coordinator supports staff in their assessments and support from the local authority is in progress.

The provider has started to evaluate her service and identify some areas for improvement. The nursery has already made some improvements since registration, for example, by reviewing and updating the policies, which they share effectively with parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444537
Local authority	Havering
Inspection number	785991
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	42
Name of provider	Nisha Sobhanan
Date of previous inspection	Not applicable
Telephone number	01708 471151

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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