

Budding Stars Play Nursery Limited

Mountbatten Village Hall, Church Road, Mersham, Kent, TN25 6NT

Inspection date

Previous inspection date

16/01/2013

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

- Self-evaluation is developing well, as staff welcome and implement advice from a local authority support worker.
- Children feel secure and develop secure emotional attachments.
- Staff are friendly, caring and interact with children well. They encourage independence, they asks open- ended questions and encourage children to problem solve.
- Children are safe because staff take good measures to provide a child-friendly environment for them.

It is not yet good because

- There is a limited selection of large play equipment , which hinders children's development of large muscle control.
- Staff do not reflect outdoor play when planning children's individual learning, limiting opportunities for children to explore, build, movie and role play outside.
- Partnerships with parents and others involved in children's development are not securely embedded.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The majority of inspection time was spent with the staff observing them and the children they were caring for. This took place in the main play room.
- Children's information, development records and attendance records were sampled.
- Ongoing discussions were held with the joint owners of the provision who were working as manager and deputy. Safeguarding and Special educational needs and/or disabilities was discussed with the designated person of the setting.
- Parents' views were gathered through discussion with one parent.

Inspector

Jacqueline Walter

Full Report

Information about the setting

Budding Stars Play Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is a privately owned nursery and opened in 2012. It operates from Mountbatten village hall in Mersham, which is in Kent. All children have access to an enclosed outdoor play area. The setting provides part time and full time care. It also runs a breakfast club. It is open each weekday during term time only. On Mondays, Wednesdays, Thursdays and Fridays it is open from 9am to 3pm. On Tuesdays it is open

from 9am to 12.30pm. The breakfast club is open from 8am to 9am. The provision has 13 children on roll, of these, seven are in the early years age group. The setting is in receipt of funding for the provision of free early education for children aged three and four years of age.

The setting employs two members of staff who are both joint owners. Both members of staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve the educational programme for physical development by providing a range of large play equipment.

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

- further develop the children's individual planning for outdoor play to enable them to explore, build, move and role play
- further develop the systems for parents to effectively share information on what their children do at home as well as how they can extend or consolidate learning at home
- develop further the links with other professionals involved in the children's learning and care, particularly those who attend other settings, to ensure consistency and support children's learning needs.

Inspection judgements

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

Staff promote the all the areas of learning suitably overall. They provide an appropriate range of resources and activities in most areas for children of various ages and abilities. For example, children develop their communication and language skills by exploring books together with staff and asking simple who and what questions. They also develop their imagination, independence and physical skills appropriately through enjoying role-play experiences with staff, such as feeding and dressing their dolls. Children have regular access to the outdoor area where they enjoy fresh air and access smaller resources such as diggers. They are developing some appropriate understanding of shape and size as

they enjoying playing with construction materials, where they build simple models.

Staff are friendly and caring with children and provide some good quality interaction. This in turn encourages children to extend their learning and think and focus. For example, when children notice there are different spoons staff introduce new words by describing how one is metal and the other one is plastic. They also encourage children's use of their senses by discussing how one is also shiny. This develops the children's understanding of the world. Staff encourage children to develop their communication and to solve problems well through the use of open ended questions. For example, when they support children's role-play, they ask them what they will need to feed their dolls. They further extend children's knowledge of number by using mathematical language. Staff also plan experiences that reflect children's interests. For example, when children show an interest in gardening, they provide opportunities to plant bulbs in containers. As a result, children are interested and enjoy their activities.

Overall children make suitable progress towards the early learning goals and acquire the skills, attitudes and dispositions they need to be ready for school or their next stage of learning. Staff gather some appropriate information about children's interests and achievements from parents. They have also very recently introduced baseline assessments by tracking children themselves on entry to the setting. This enables them now to clearly identify children's starting points. All key workers regularly complete observations of children's achievements and understanding, linking these to the developmental age bands in all areas of learning. They then use this information to inform and create individual planning for any identified gaps in each child's learning. However, the individual planning for children does not extend their learning in the outside area. Therefore opportunities for children continue their enjoyment of indoor play to the outside area are limited.

Parents are successfully involved in some aspects of their children's learning. Staff regularly share children's achievements through daily discussions. They also share summaries of children's development in all areas of learning during regular half term meetings. However, there are few opportunities for parents to provide information on what children are doing at home or for staff to share how parents can extend or consolidate learning at home. Staff have systems in place to complete the two-year check when the need arises.

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

Staff help children effectively to settle in. For example, they encourage parents to participate in settling in visits and gather information about the children's interests at home. As a result, most children demonstrate a strong sense of belonging. For example, children confidently inform staff of what they wish to play with and inform staff when they are hungry. The key person system is effective. Staff give children choice by offering them opportunities to form relationships with staff before they allocate the key person. This helps the children to settle quickly and reassures their parents. Staff know children well and are quick to respond when children show signs of distress. For example, when separating from parents they offer lots of cuddles and reassurance.

The learning environment appropriately helps children progress towards the early learning goals in most areas of learning. Staff give children suitable opportunities to develop independence. For example, children choose from a variety of equipment at the start of each session and staff rotate these. They also encourage children to make further choices and decisions by providing photographs of resources that are available. However, the development of physical skills, particularly regarding climbing, balancing or crawling is restricted as a result of limited equipment that promote these skills.

Children are developing appropriate understanding and skills regarding behaviour management. Staff encourage children to develop habits and behaviour appropriate to good learners, their own needs and those of others. For example, they encourage children to work together through activities such as laying the table for their meals. They use lots of praise and children respond positively. They also take time to explain to children why they have to wait and as a result older children demonstrate they are able to tolerate delay.

Children are developing appropriate understanding about healthy eating through discussions with staff as to why foods are good for them. As a result, they know fruit helps them to be big and strong. They engage in regular routines that promote hygiene, such as washing their hands before meals and discussing the reasons why. More able children understand the need to remove germs from their hands after using the toilet or after playing with 'wiggly worms'. Children are developing a suitable understanding of safety through staff discussing dangerous situations during their everyday play.

Staff demonstrate an appropriate awareness of helping children to prepare for transition. For example, children can become familiar with their new teachers because they come to the setting to meet the children. Children also visit their local school to become familiar with the environment.

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

Leadership and management have a suitable understanding of their responsibilities in meeting the learning and development requirements. However, there are some weaknesses in providing suitable opportunities for children to develop their large muscle control, and in planning for additional learning opportunities in the outside area. Although there is no additional employed staff as yet, there are suitable supervision and appraisal opportunities in place for the joint owners who work in the provision. For example, weekly Tuesday meetings allow them to discuss any issues concerning children's development or well being, receive coaching to improve their personal effectiveness and identify any training needs.

Staff have an appropriate awareness of safeguarding procedures. For example, they have a clear understanding of the signs and symptoms, as well as the procedures to follow when concerns arise regarding children's welfare. They take good measures to provide a

safe indoor and outdoor environment for children, which they do. For example, they fit covers on electrical sockets and keep external doors locked at all times. They check identification records when visitors enter the setting and make records of any visits. Staff also conduct daily risk assessments on the learning environment as they set it up each day. This means children are safe.

Leadership and management evaluate the provision and instigate action plans to improve weaknesses. They complete a self-evaluation and identify areas for improvement. For example, they have obtained and fitted display boards that successfully make the learning environment more interesting and promote children's self-esteem. Leadership is also in the process of implementing systems to make partnerships with parents more effective. For example, through documentation they demonstrate how they will share information more effectively about the activities on offer and the staff deployment. Staff also intend on sending out a parent's questionnaire to gather their opinions and ideas. Staff work successfully with advisory personnel from the local authority, seeking advice and acting upon it to improve the provision. For example, they are now implementing baseline assessments to provide a secure knowledge of children's starting points.

Staff work appropriately with parents overall. They provide appropriate information on the setting through a prospectus, the company website and a notice board. Consequently, everyone takes a consistent approach. Parents are very happy with the care and learning that staff provide. They like how staff organise the space and resources. They also feel that staff value children as individuals and support their individual needs regarding cultural issues very well. Partnerships with other professionals are suitable overall. For example, staff work with health professionals via the parents to effectively monitor children's health and provide required information. However, they have yet to develop any links when children also attend other settings. This means there are weaknesses in consistency and the support of children's learning and care.

The Childcare Register

The requirements for the compulsory 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	EY447589
Local authority	Kent
Inspection number	880045
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	7
Name of provider	Budding Stars Play Nursery Limited
Date of previous inspection	Not applicable

Telephone number

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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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