

Happy Stars

Inspection report for early years provision

Unique reference number	EY101918
Inspection date	24/10/2011
Inspector	Jonathan Davey
Setting address	46 Glanville Avenue, Scunthorpe, DN17 1DD
Telephone number	01724 876200
Email	HappyStars@btconnect.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Happy Stars Nursery opened in 2002 and is situated on the ground floor of a detached house in a residential area of Scunthorpe. The setting operates from two rooms and has an enclosed outside play area. It is open from 8am to 6pm, Monday to Friday, all year round, except for the week between Christmas and New Year. The setting is registered to provide care for up to 30 children aged from three months to under five years, however, care is only provided for children up to the age of two years as the sister site offers care for the two to five year olds. There are currently 45 children aged from four months to two years on roll. Children attend for a variety of sessions and are drawn from the local area.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority. The setting employs 15 staff who all hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress in their learning. Their health and well-being are satisfactorily supported. However, the required record of staffs enhanced Criminal Records Bureau checks were not available for inspection in order to demonstrate that robust vetting procedures are in operation. This potentially has implications on the safety of the children. Children are involved in a varied range of interesting experiences that take place inside and outdoors. Partnership working with parents and others delivering the Early Years Foundation Stage are progressing well. The manager has a positive approach to secure further improvements of the provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records of staff's enhanced Criminal Records Bureau disclosures are made available for inspection in order to demonstrate that checks of their suitability have been done. 07/11/2011

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

- embed planning and assessment systems so that what is observed and analysed supports the planning of the next steps in children's learning
- create a 'number rich' environment and provide a wide range of number resources to encourage children to be creative in finding and solving problems

The effectiveness of leadership and management of the early years provision

Managers in the nursery give clear guidance and support the staff in delivering generally good outcomes for children. Adults at the setting are aware of their responsibility to protect children from harm. They have attended safeguarding training and are involved in sharing information with the appropriate agencies to keep children safe. They know the action to take if concerns are raised about children's welfare or well-being. However, details relating to the appropriate checks undertaken to ensure those adults who work with children are suitable to do so, are not recorded; this has the potential to impact on the safety of the children. Risk assessments are in place to ensure the indoor and outdoor environment is safe for the children to use. A bright and interesting indoor environment is provided. Good attention to create focused areas for play and learning benefits children's development and progress.

Observations and assessment of children's progress takes place. The system is well supported by photographic evidence of the varied range of learning experiences on offer. Written accounts and examples of work are placed in children's individual learning profiles. This helps adults to identify future targets and supports planning linked to children's learning. Target setting is generally realistic, but not always analysed to support the next steps in the children's learning. There is a sound working partnership with parents. Those spoken to at the time of inspection were very satisfied with the quality of service provided. Partnership working with its sister site, professionals and others delivering the Early Years Foundation Stage is valued and developing well.

The staff team employed at the nursery carry out their roles well. Generally there is a common purpose to ensure that all ages and abilities of children have the opportunity to achieve as well as they can, including those with special educational needs. The nursery has started the process of evaluating their practice making use of various tools and involving member of the staff team. Consequently managers and staff have a clear vision for the future development of the nursery. Staff participate in an annual appraisal of their work and are able to identify their own personal strengths and weaknesses effectively.

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

An effective key person system in the nursery enables children to develop good relationships and attachments with their peers and those who care for them. Consequently children are well settled and secure and make sound progress in their learning and development. The good health of children is promoted well. Children are able to get outside each day, with a well-planned free-flow system. They enjoy being able to run, jump and climb because they can access a variety of resources both inside and outside. Menus are varied and include fresh fruit and vegetables as well as alternative choices. This means that children's dietary needs

are being met appropriately. They celebrate a range of cultural festivals including Chinese New Year, experiencing the taste of freshly cooked authentic food, with chicken in black bean sauce being served on the day of inspection. They take part in visits and outings, sometimes sharing special events with children and adults from another provision. Children enjoyed a party which involved dressing up to celebrate the Royal wedding. This supports children's sense of place and social skills. A trip to a local farm is currently being organised. This helps them understand the world around them.

Most children are enjoying and achieving well. Staff are beginning to develop systems for gathering observations of what children can do and using the information to plan for their next steps. However, staff as yet, lack some confidence in using these systems to enable and support all children to develop to their fullest potential. Babies are cared for in a calm and supportive atmosphere where emerging skills are nurtured well. For example they love to explore the different textures of the resources on offer, including a painting activity, where they used various body parts instead of the brushes provided. Toddlers experience a wide range of activities such as water play, mark making and puzzles which they can explore and investigate themselves. Children of all ages enjoy listening to stories and singing. Children have opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, the range of signs, symbols and pictures to reflect a 'number rich' environment and encourage children to be creative in identifying and solving problems are limited. Most children have access to simple technological toys, babies and toddlers enjoy the cause and effect resources. Children are included in the setting and are developing their skills in making a positive contribution. Children behave really well, staff support younger children in taking turns and sharing through distracting and redirecting them. For example good use of simple Makaton signs, made into small visual cards are used to reinforce simple instructions, such as 'good sitting'. Staff get to know the children really well because they have developed close relationships with parents. This means that the children's individual needs are met effectively.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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