

# Little Starz Day Nursery

89 Ebdon Road, Worle, Weston Super Mare, Avon, BS22 6US

## Inspection date

08/03/2013

Previous inspection date

12/10/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are motivated and eager to learn. They are independent learners, choosing resources to support their play.
- Parents describe the nursery as a 'family environment' and feel their children leave with the confidence and skills to be ready for school.
- Planning focuses upon the learning priorities of the individual child as identified by practitioners.
- Staff have a good knowledge and understanding of the policies and procedures to ensure the smooth running of the nursery.

### It is not yet outstanding because

- the arrangements in place at mealtimes, do not fully support children's growing independence
- although children learn to respect others, there are fewer visual displays to promote diversity to raise children's awareness differences.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the setting with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed activities in all rooms within the nursery and during outdoor play. The inspector completed two joint observations with the manager.
- The inspector held meetings with the manager, owner, local authority adviser, and three staff members.
- The inspector sampled assessment records, planning documentation, evidence of staff suitability and qualifications, and children's learning journals. The inspector viewed all relevant documentation provided.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

Little Starz Day Nursery registered in 2009. It operates from converted commercial premises in Worle, in Weston-super-Mare. Children have use of three playrooms, a hallway, and sleep room. They have access to an enclosed outside play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 120 children aged from birth to five years on roll. The nursery provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

Little Starz Day Nursery opens five days a week, all year round. It is not open on bank holidays. It opens between 7.45am to 6pm. There are 17 staff employed to work with the children; of these, two have an early years qualifications at level 2, 13 have an early years qualifications at level 3, and one has an early years qualifications at level 4 or above. Little Starz Day Nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- extend opportunities for young children to be independent at mealtimes, for example by enabling them to pour their own drinks and serve food
- help children to develop further an understanding of people's differences and raise their awareness of diversity, through displaying positive images of diversity, for example.

## Inspection judgements

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

Staff have a good understanding and knowledge of how children learn through play. They provide stimulating activities and experiences to capture children's interest and promote positive development across the seven areas of learning. Staff assess and monitor children's progress through on-going written observations and photographs of children's play and interests. They use this information alongside discussions with parents to identify next steps. Staff plan activities to extend their learning by following their interests or focused activities if there is an identified gap. Staff inform parents regularly about their

child's progress and so they are able to support their child's learning well at home. Each child's key person ensures that staff exchange information on a daily basis. Staff are fully aware of the two-year-old assessment and have already completed these.

The educational programme is well balanced and implemented successfully by staff. They use effective techniques to extend and challenge children's thinking. They model good vocabulary and give children time to think. For example, young children sort through a collection of shoes, matching pairs and trying them on. Staff play alongside children, chatting enthusiastically about how some shoes are too big and some shoes are too small. Children benefit from animated staff interaction, which motivates them to learn. Older children are keen to sit and listen, both at story time and at whole group sessions. They confidently tell staff what the weather is like today, and find the symbols to complete the calendar and weather chart. Staff support their understanding of the date by counting from one to eight on their fingers. Staff are good at helping children learn together and from each other. Staff notice very young children enjoying carrying a ball, dropping it and watching it roll away. Children walk over the play bridge, and staff skilfully show them how the ball will roll away down the attached slide.

Children throughout the nursery have lots of opportunity to practise early writing skills. Babies use different sized brushes to mix and apply different colours on their paper. Toddlers use chalks to create patterns on the chalkboard outside, and pre-school children print with different vegetables. Throughout activities, staff show strong interest in what children are doing. This promotes children's self-esteem, which means they are proud of what they do, and encourages them to try new things. Pre-school children proudly show visitors how they spell their name on their picture. Staff have high expectations and help children acquire the key skills needed for the next steps in their learning.

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

All children form trusting relationships with staff, because staff are committed to getting to know individual families. There is an effective 'key person' system, which helps staff to get to know children's individual routines, likes and dislikes. Babies' develop secure, trusting relationships with staff, who cuddle them when they are tired or upset. Children who are new to the setting settle quickly due to the effective settling-in systems, resulting in children separating from their main carer with ease

Staff offer a wide range of activities, which support children's all-round development and wellbeing. Children benefit from a stimulating, welcoming environment where they can choose from a wide range of age-appropriate resources. They learn to respect others though the positive attitude of the staff. However, there are fewer visual displays to promote diversity. Children develop good independence and self-care skills. Older children access the toilet independently, and wash their own hands, finding tissues to blow their nose. Staff minimise risks of spreading infections by regularly wiping younger children's noses and wearing protective gloves while changing nappies. All children try to put on their own aprons when they want to paint; and their coats on for outdoor play. Overall, children are developing a good range of skills to support their future learning. However,

the they are not always encouraged to be independent at mealtimes, when staff serve their food and drinks for them.

Children are well behaved. There are effective systems in place to support and encourage positive behaviour and self-esteem. Staff act as positive role models and constantly praise children at every level. Children learn good manners and take responsibility for their environment. They help to tidy away toys before going outside. Children respond well to staff instructions and learn to share and take turns in activities. They learn to behave safely, and learn how to keep themselves and others safe. Progress reports shared between rooms in the nursery, and other settings, enable children's transitions to be effective and smooth. Staff help children to develop an understanding of the importance of physical exercise and a healthy diet. The nursery has a large outdoor play area for children to access daily, where they benefit from fresh air and play energetically. Meals are balanced and nutritious, and vegetables are regularly part of the lunch menu.

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

Leadership and management have a good knowledge of the Early Years Foundation Stage Requirements, and use this well to support staff. As a result, staff are enthusiastic and clearly enjoy working as part of the team. Leadership and management monitor practise effectively. They spend time working in all nursery rooms, gaining first-hand knowledge about what is working well and addressing issues raised. Targeted plans for improvement are in place. The setting work very well in partnership with the local authority, to improve the quality of the provision. Staff take parents' views in to account, informally through discussion and formally through meetings. For example, parents report how pleased they were to be involved in deciding the weekly menu. Children really enjoy the meals provided. Parents clearly appreciate what this nursery achieves for their children. They like the homely environment, the friendly team, and the feedback they receive about their child's day and their progress.

All staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. Leadership and management carry out robust suitability checks on staff. Children stay safe through the care and vigilance of staff. Staff carry out risk assessments and daily safety sweeps, to keep risks to a minimum. Stringent safety procedures are in place. For example, unknown adults collecting children use a secret password system. There are regular emergency evacuations, and staff are vigilant in observing children in all areas of the provision.

On-going supervision and appraisals help staff deliver good quality practice. Induction and performance management ensure that staff are clear about their roles and responsibilities. Leadership and management observe practise effectively. They spend time working in all nursery rooms, gaining first-hand knowledge about what is working well and addressing issues raised. Staff share practice and review policies at regular staff meetings. For example, all staff can explain the nursery's ill and infectious disease policy, and can give examples of how they implement it. They follow effective hygiene routines.

There is a strong commitment to on-going training to enhance staffs' knowledge. Leadership and management monitor planning to make sure staff address the learning targets for all children, and secure good progress. Staff work closely with other professionals to support children. They have experience of caring for children with a range of requirements and take great delight in children's achievements and progress. Parents talk highly of the help they have received from the nursery in supporting their child's additional needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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

<b>Unique reference number</b>	EY386891
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	907130
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Nina Owen
<b>Date of previous inspection</b>	12/10/2009
<b>Telephone number</b>	07531439465

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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, which are usually the childminder's 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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