

Superstars Day Nursery

12 Goldshill Rd, Handsworth, Birmingham, B21 9DJ.

Inspection date

Previous inspection date

26/03/2013

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

- Children are happy and enjoy attending this welcoming setting. They settle well and follow familiar daily routines. Children form secure attachments with practitioners, who meet their daily needs and help them to feel safe.
- The provider and manager have a clear vision for the future. There are identified targets in place so that the nursery can prioritise and strengthen the service it provides to benefit children.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements, and risks to children are minimised through effective risk assessment procedures, good supervision and vigilant staff.

It is not yet good because

- Teaching is not yet precise enough to ensure that children make as much progress as they can, and fully develop the characteristics of effective learners.
- Systems to monitor the consistent implementation of the assessment procedures to support children's learning and development, and establishing children's starting points in their learning on entry into the nursery, are not yet fully in place.
- There is scope to develop opportunities for children in the baby room to enhance their sensory experiences through the use of treasure baskets and resources to develop their awareness of shape and space.

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 observed activities in the baby room and pre-school room, the outside learning environment and children having their lunch time meal. The two other playrooms were not in use during the inspection.
- The inspector held a meeting with the provider and manager, and talked to practitioners and the children during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, a range of policies and risk assessments.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Superstars Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Handsworth area of Birmingham, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff, seven of whom hold appropriate early years qualifications at level 3. The manager has a master's degree in education. The nursery opens Monday to Saturday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 42 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further practitioners' knowledge and understanding of the learning and development requirements and how children learn, to ensure teaching is precise, and supports children in developing the characteristics of effective early learners.

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

- monitor the consistent implementation of the assessment processes to support individual children's learning and development, including establishing children's starting points with parents on entry into the nursery
- extend the range of natural resources in the baby room to develop children's exploration and investigation skills, for example, through the use of treasure baskets; and improve the availability of shape sorters and inset puzzles to develop children's early awareness of shape and space.

Inspection judgements

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

Children are content and settle well into the routines of the nursery. They make steady progress in their learning and development towards the early learning goals. Practitioners generally plan a balance of adult-led and child-initiated activities which children enjoy. Planning and assessment systems have been reviewed in light of the revised learning and development requirements. During activities, practitioners question children appropriately to stimulate learning. However, teaching is not yet precise enough to ensure that children make as much progress as they can, and fully develop the characteristics of effective learners. This is because practitioners are not yet fully secure in their knowledge and understanding of the revised learning and development requirements. The organisation of the environment and resources support children's learning and development. However, the opportunities for babies to explore natural materials to further develop their sensory experiences, and use shape sorters and inset puzzles to support their early awareness of shape and space, have yet to be fully embraced.

Children enjoy their time in the garden and the opportunity to play in the snow. They have great fun throwing snowballs and some children enjoy lying down in the snow to make a 'snow angel'. There are sufficient resources in the outdoor area to promote children skills in pedalling bikes and to enhance their climbing skills, and this promotes their physical development and confidence. Indoors children use streamers to swirl around in the air, shake 'pom poms' in high and low positions, and practise their throwing and catching skills using bean bags. Children's mathematical skills are fostered appropriately. They learn about numbers and counting as they play and sing number songs. Older children are keen to share their knowledge of colours and shapes while looking at educational posters displayed in the playroom. Children's early writing and listening skills are developing appropriately. They enjoy listening to stories, and take part in a range of activities to help develop their emerging writing skills. Children like to paint, play in the sand and use the computer to draw pictures of their families. They use their imagination in the role play kitchen and some children like to dress up as police officers.

Babies and younger children have plenty of space to move around freely to encourage their coordination and movement; they can climb into the soft play pit, and pull themselves up to a standing position using equipment in the room. There are a range of push-along toys to further promote their walking skills. Babies are beginning to find a voice and discover new words, they like painting, exploring magnetic blocks, and looking at books. Practitioners are clear about the focus on the prime areas of learning and how these are crucial in underpinning younger children's learning in the future. For example, younger children enjoy singing songs and looking at picture books when practitioners reinforce words with them. Children are supported in understanding differences and diversity, through organised activities and discussions. Trips out teach children about the community and wider world, they regularly visit the local library, and younger children are taken for walks in the local area.

The setting gathers information about children's individual care routines, additional needs and parents' preferences. This helps the key person to get to know the children well and be knowledgeable about their interests and play preferences. Parents are provided with information about their child's achievements through daily discussions. The system in place for planning, observation and assessment has recently been reviewed. There is a new development summary form which will further promote opportunities for parents to

be involved in their child's learning. There is a stronger focus on individual planning for younger children, and using information gained from observations and children's interests to plan the next steps in their learning. Learning journey records are shared with parents and give an overview of the progress children are making. Photographs and artwork included in the folders depict children's enjoyment during activities.

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

Children arrive confidently at this welcoming setting and are warmly greeted. This helps them develop a sense of belonging and security. Playrooms are appropriately organised and reflect the differing ages and stages of children, and ensure resources are within easy reach. Younger children have cosy areas where they can sit and relax. Artwork is displayed, showing children that their achievements are valued, giving them a sense of pride. The key person system works well to help build positive relationships between practitioners and parents, and give sound attention to children's individual needs. Suitable arrangements are in place when children move rooms within the setting to ensure they are supported in their transition.

The nursery takes positive steps to eliminate risks to children and keep the premises safe by conducting daily risk assessments. Children behave well, and gentle reminders from practitioners help children to understand the rules about sharing and how to keep themselves safe. Practitioners explain how to use equipment and resources in a safe way, and involve children in the emergency evacuation procedures. Children are given clear guidance about the dangers of busy roads, and those who are transported to and from school in the nursery's minibus are always accompanied to ensure their safety. Children also learn about road safety during outings, such as how to find a safe place to cross the road. Older children get their coats to play outside and are confident about routines, such as washing their hands before mealtimes.

Equality of opportunity is promoted and this ensures all children and families are included and respected. The nursery has developed strategies to support children who speak English as an additional language to help them feel secure and to foster their language skills. Staff work with parents to gain an understanding of key words and phrases to support children during activities and daily routines.

Good attention is given to monitoring the care routines of the youngest children in the nursery, with regard to recording information about their feeds, meals and sleep routines. Children's individual health, physical and dietary needs are fostered appropriately. Their specific health, dietary needs and allergies are well documented and understood by the practitioner team. A healthy lifestyle is encouraged and children keep active through plenty of opportunities to play outdoors and physical play indoors. All children are provided with a healthy and nutritious lunch time meal, which is provided by an outside caterer.

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

Safeguarding procedures are secure and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. Safeguarding is on the agenda at every practitioner meeting, promoting consistency in practice. The safeguarding policy is shared with parents and this ensures they are well informed about the provision and assured about their children's welfare. Criminal Records Bureau checks are in place for all staff to ensure their suitability to work with children. The management team are quick to respond to any safety or practice issues that arise, practitioners are deployed effectively and they supervise the children well. Risk assessments cover all aspects of the nursery, fire evacuation procedures and the assessment of outings, including the safety of children who are conveyed to school. All the required documents are in place to meet the welfare requirements of the Early Years Foundation Stage; they are maintained effectively and stored to ensure confidentiality. Suitable systems are in place for the induction of new practitioners, and supervision meetings and appraisals help identify any future professional development needs.

Practitioners create an enabling environment that is welcoming and safe, where children are helped to learn through play and develop confidence. Parents are warmly welcomed into the setting and their views about the provision are sought informally through discussion. Parents spoken to say they are happy with the nursery and their children enjoy attending. The management team are keen to promote partnerships further and increase parental involvement in the nursery. Parent meetings are planned, and this gives them the opportunity to find out how well their children are progressing. This also supports parents' involvement in their child's learning at home. The setting has a clear understanding of the importance of working in partnership with other providers, to ensure smooth transitions in the children's next phase in their learning. They have established links with external agencies to ensure appropriate intervention for children who may need additional support.

The provider and manager are focused on quality improvement to help the setting move forward to benefit children, and they work closely with practitioners and the local authority to achieve this. There is a programme of activities and experiences planned to help all children move forward in their learning. However, monitoring the consistent implementation of the assessment procedures to support individual children's learning and development, including establishing children's starting points in their learning on entry into the nursery, is not yet fully in place.

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 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

Unique reference number	EY440699
Local authority	Birmingham
Inspection number	905507
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	42
Name of provider	Farah Chaudry
Date of previous inspection	not applicable
Telephone number	0121 507 0570

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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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