

Yellow Star Day Nursery

6a High Street, Wheathampstead, ST. ALBANS, Hertfordshire, AL4 8AA

Inspection date

02/05/2013

Previous inspection date

30/07/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 who are new to the nursery are very well supported by staff. There is a close partnership with parents. As a result, children settle well so that they can explore their surroundings.
- Children benefit from a broad range of high quality resources and can choose to play indoors or outdoors. This means that they can initiate their own play and ideas and develop good levels of confidence.
- Children with special educational needs and/or disabilities are very well supported. There is a well-established relationship with other professionals who can offer support and guidance. As a result, children are fully included and their individual needs are successfully met.
- Staff plan an interesting range of activities and outings to engage all children in their learning and development.

It is not yet outstanding because

- There is more scope to display pictures and photographs at children's height, and use these so that children can express their thoughts and feelings about familiar events, objects and activities.
- There is room to provide further opportunities for children to be involved in the preparation and serving of food and drinks so that their independence can be extended.

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 spent time observing practice and interaction between staff and children, and discussed planning and assessment to ascertain children's achievements.
- The inspector observed the children's activities at the nursery including indoor and outdoor play and mealtimes. The inspector also took part in an outing in the local area.
- The inspector spoke to the children and engaged in their physical and imaginative play.
- The inspector spoke to the manager, staff and parents, and discussed their views on the service provided.

Inspector

Maura Pigram

Full Report

Information about the setting

Yellow Star 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 Wheathamstead, St Albans, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a single-storey building and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one is working towards level 3. The manager holds Early Years Professional Status.

The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 45 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the use of pictures and photographs showing people who are special to children and that show familiar events, objects and activities, so that they can further express their preferences, thoughts and feelings
- involve children in the preparation of food and provide opportunities for children to serve their food and pour their own drinks to further support their independence skills.

Inspection judgements

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

Staff demonstrate a secure knowledge and understanding of the Early Years Foundation Stage. They use topics and children's interests in their planning to effectively support each child's development needs. Staff complete detailed observations and assessments on the children, which are based on their starting points on entry and ongoing achievements. The progress check at age two is carried out as and when the need arises. Staff effectively use this information to guide their good teaching, and this is shared with parents so that the

next steps in their children's learning can be discussed. This contributes to the close partnership with parents.

Children are confident and enjoy a bright environment where they help themselves to the broad range of high quality resources appropriate to each age and stage of development. These are easily available for all children and are used to support and promote learning and development effectively. For example, recently, children delighted in discovering how to operate torches and the impact of their use in a tent. Babies and toddlers enjoy exploring and participating in a variety of activities, such as water play. They watch in wonder as toy fish and animals sink or float. They giggle happily and babble at the staff members. Staff caring for babies and toddlers get down to their level and sensitively play alongside them. Children giggle happily at the staff, who use good eye contact, gentle voices and touch to communicate with them. Some children use single words and copy words heard from the staff, such as 'fish' and 'turtles'. This means that children are making good progress in their communication and language skills. Children acquiring new skills, such as crawling and walking, are well supported. For example, they love climbing in and out of the ball pool and they can freely choose to use push-along toys. The use of a low-level mirror offers opportunities for the promotion of personal, social and emotional and language development. However, there is more scope to use photographs of familiar people and items to further help younger children express their thoughts and feelings.

Older children enjoy activities linked to their interests, such as animals and sea creatures. Staff provide good levels of challenge and model good teaching when they engage children in group discussions. For example, during circle time and interesting story sessions, children are encouraged to listen to each other's contributions. This contributes effectively to children developing good skills they need for their next stage of their learning, such as starting school. Staff listen attentively to children's contributions at all times so that their language skills are promoted. Children readily use pens, pencils and chinks, both indoors and outdoors. They benefit from the free-flow, inside to outside play environment. They experience a range of stimulating and challenging activities, and are eager to participate in the adult-led activities as well as child-initiated play, both indoors and outdoors. As a result, their independence is promoted and they demonstrate the characteristics of effective learning. Good use is made of the local community and surrounding countryside. For example, all children enjoy going on walks to the park or to visit animals in the nearby farmland. They become excited when they see the horses, pigs and chickens. Effective use of open-ended questions promotes children's language and understanding. Children count the animals and discuss where they live. This helps them learn about the world around them.

Children with special educational needs and/or disabilities are particularly well supported so that they can fully participate in the nursery activities. For example, some staff members attend Makaton training alongside parents. This means that staff can effectively communicate with children who use this method of communication to express themselves. In addition, pictorial cards are used to help children express their needs. Advice from outside agencies is also sought to offer specific assistance, and all advice is highly valued and acted upon immediately. Support plans are devised using knowledge gained, and close partnerships with parents ensure that children make progress according to their individual abilities. Children who speak more than one language are well supported and

are making good progress in their learning. For example, key words used by children at home are known and used by staff during the children's day. Staff are in the process of developing a pictorial timeline that will help children express their needs further.

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

Children form close bonds with the staff, who warmly greet each child. They speak soothingly to children, offering them reassurance as and when needed. This helps children feel secure as they know that an attentive person is nearby to offer support. New children are helped to settle in and can join in activities at their own pace. This supports their emotional development as they make the transition into the nursery. The key person system contributes effectively to building close bonds that lead to trusting relationships with children and their parents. Detailed information about each child's individual home routines and needs is gathered from parents on registration. This includes information about children's dietary needs, the family history of any allergies, and parents' preferences. This is shared with the staff so that they are all very aware of individual needs and take positive steps to ensure these are met at all times.

Due to the size of the nursery, children are able to enjoy having main meals together. This provides good opportunities for siblings to see each other and promotes good relationships between younger and older children. This also means that children are familiar with all staff, which contributes effectively to smooth transitions between rooms. Meals and snacks provided are healthy and nutritious. They are freshly cooked on the premises. All staff are fully aware of children's dietary needs and preferences. For example, placements showing foods that children are safely able to have are effectively used. This provides staff with a visual aid to ensure no children are offered food that they are not allowed to have. In addition, risk assessments are completed for any children with dietary needs. This contributes to ensuring children's health and welfare are a priority. Children's mealtimes are well supervised by the manager and her staff to ensure children are safe as possible at these times. The manager is very vigilant in ensuring these times run smoothly and safely. Staff sit with the children, offering support and assisting with feeding babies who are developing independence skills, such as feeding themselves. However, there is scope to involve older children more fully in the preparation and serving of meals and drinks so that their independence skills are further developed.

Children are able to sleep or rest according to their needs and are regularly checked to ensure they remain comfortable and settled. The good use of beanbags and cushions means that older children have opportunities to relax as and when they feel the need to do this. As a result, children's emotional needs are successfully met. Children manage their personal care very well. Time is given to children to develop the skills of managing their own coats and shoes as independently as possible. Similarly, they are encouraged to foster good personal hygiene routines. Staff are good role models and follow hygienic procedures throughout the nursery, including the care of children who are wearing nappies. Any children who are unsettled due to illness or teething difficulties are carefully monitored and supported as necessary. The close communication between parents means that children's welfare is a priority. All information regarding the children's day, including any accidents or incidents that have occurred, is shared with parents through written

records and discussions.

Children are encouraged to treat each other with respect. Consistent messages from staff mean that younger children learn right from wrong. Continual praise from staff means that children develop good levels of self-esteem. Children's physical development is effectively promoted. For example, they regularly visit the nearby park where they can take supervised risks in their play. In addition, all children are taken on regular walks and have free access to the outdoor play area where they enjoy riding scooters and cars. Musical and movement activities are also offered. This further promotes children's understanding of healthy lifestyles. Children are developing an effective understanding of keeping themselves safe. For example, they remind each other and the staff to look out for cars when they go on outings in the local community.

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

Staff have a secure understanding of the safeguarding and welfare requirements. They fully understand their roles and responsibilities to protect children, and attend regular training so that their knowledge is kept up to date. Robust recruitment procedures ensure all those working with children are safe to do so. A clear induction system is in place so that any new staff become familiar with the policies and procedures. Clear supervision and informal discussions mean that staff are aware of their responsibilities, and targets for development are identified. Staff feel well supported in their roles and their ongoing training. Since the last inspection, there is evidence to suggest that the recommendations have been addressed. For example, the appraisal system is now embedded and is successful in supporting training needs, which are actively encouraged. Staff attend regular training, such as speech and language training, and this is beneficial to the children.

Monitoring of the nursery is an ongoing process and takes into account the views of staff, parents and children. The self-evaluation system is regularly reviewed through informal discussions and the regular team meetings. There is a clear vision for the future and all staff are keen to develop the nursery further. Staff deployment is well managed and effective use of regular bank staff means that ratios are always maintained. The manager is in the process of recruiting more staff to further support the nursery. Positive steps are taken to ensure that the manager or a senior member of staff are always present at the beginning and the end of the day. As a result, any issues can be quickly addressed with parents. On the day of inspection, parents expressed complimentary comments regarding their children's care and learning. They state that their children 'love coming', 'staff are great with the children' and 'the resources are fantastic'.

Staff have embraced the revised Early Years Foundation Stage, and the assessment and tracking of children's progress reflects this. Monitoring of the educational programmes is effective. All records of children, including accidents or incidents, are carefully maintained and shared with parents. Written records are overseen by the manager to ensure they contain all necessary details. Daily safety checks ensure all areas used by children are as safe and secure as possible.

Well-established links have been developed with parents, local schools, the children's centre and outside agencies. This contributes effectively to the continuity of care for children. The involvement of other professionals in children's learning is a key strength of the nursery. For example, advice is actively sought on the best methods to support children who have special educational needs and/or disabilities. Advice is readily adopted and incorporated into planning so that all children play an active part in the nursery. As a result, the nursery is effective in monitoring different groups of children so that they are well supported in their learning and development. The manager is taking positive steps to make links with schools where children may attend so that transitions run smoothly. For example, staff are well known at local schools because they collect older children after school, offering extended care.

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	EY442233
Local authority	Hertfordshire
Inspection number	917448
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	45
Name of provider	Yellow Star Limited
Date of previous inspection	30/07/2012
Telephone number	07961964350

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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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