

Star Child Montessori Day Nursery

Wiltshire Road Hall, Wiltshire Road, Thornton Heath, Croydon, CR7 7QN

Inspection date	10/07/2013
Previous inspection date	26/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Staff provide a suitable range of attractively displayed activities both indoors and outdoors, which interest children and encourage them to explore.
- The manager implements a satisfactory self-evaluation process, which includes the views of staff, parents and children and tackles areas of identified areas to improve.
- The nursery works in partnership with other professionals to support all children in their learning and development.

It is not yet good because

- Not all staff follow nursery procedures correctly to ensure the premises remain secure and children's safety is not compromised.
- Staff in the toddler room miss opportunities to develop children's coordination, control, knowledge of different foods and how they make their bodies feel. This does not effectively support their physical development.

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

Inspection activities

- The inspector held a meeting with the provider and nursery manager.
- The inspector observed activities in the playrooms and outdoor areas.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to a selection of staff and parents to gain their views.
- The inspector reviewed a sample of nursery policies and children's development records.

Inspector

Sarah Moore

Full Report

Information about the setting

Star Child Montessori Day Nursery registered in 2004. It is privately owned and became a limited company in 2008. It operates from a purpose built premises in Thornton Heath in the London Borough of Croydon. There are five playrooms for children, including rooms on the first floor, which are accessed by stairs. There are two enclosed garden areas for outdoor play. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 117 children in the early years age range on roll. The nursery also operates holiday provision for school age children during some school holidays. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four years. It follows the Montessori education philosophy. There are 25 members of staff who work at the nursery including the manager. Of these, 23 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:

- implement effective systems to keep the premises secure at all times in order to keep children safe. For example, ensure all staff follow procedures correctly when entering and exiting the nursery and are vigilant of unknown persons who enter the premises
- develop the programme for physical development to provide more opportunities to extend learning for children based in the toddler room. For example, during lunch time, by; supporting children to pour their own drinks and help prepare the table and by, skilfully questioning children to extend their knowledge of their health, their bodies and the food they eat

Inspection judgements

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

Staff in each of the playrooms provide a suitable range of activities for children to explore and engage with. Activities and resources are attractively displayed so children can easily choose what to play with. Staff provide experiences for children, which excites their senses. For example, staff post wooden blocks through cardboard tubes whilst babies

enjoy watching. Babies lift up the cardboard tubes and excitedly move as they find the blocks. They listen carefully as staff bang the wooden blocks together to make different sounds. Babies enjoy listening to stories, they reach out to feel the pages and say 'daa and maa'. Staff repeat words back to babies to reinforce their language development.

In the pre-school rooms staff appropriately support children to develop their social skills. Children enjoy taking turns as they practise their graduation speeches and sing songs to each other. Staff encourage their confidence and reward them by giving lots of praise to help them feel a sense of achievement. Staff enable children to make choices and be independent learners. They choose activities for themselves and carry them carefully to the table. Children sit together as they complete these activities, developing their focus and concentration skills. They develop their physical skills as they use tongs to pick up conquers and use scissors to cut out strips of paper. Daily routines in the pre-school rooms include group times, which are planned well to prepare children for starting school. Toddlers enjoy imaginary play with dolls and potties and they have fun practising their physical skills for sports day as they attempt roly-poly's and group games. All children enjoy activities, which support all of the required areas of learning. However, staff in the toddler room do not make the most of opportunities to support and extend children's learning in relationship to physical development. For example, during lunch time staff do not speak to children about different foods and how they make their bodies feel. In addition, staff are quick to serve children's food, pour their drinks for them and clear their tables so children are not always able to do this for themselves. This does not provide sufficient challenge for children to extend their physical coordination and control. It also does not assist them to learn through discussions with staff, which will prepare them for their next stage in their learning.

Systems for observation and assessment are well developed. When children join the nursery parents record their child's likes, dislikes and abilities and this information is shared with staff. This means staff plan to meet the needs of individual children straight away. Staff regularly observe children to assess their developmental needs and plan for the next steps in their learning. Parents are informed of their children's achievements and contribute to assessments by sharing with staff their children's current interests and the progress they make at home. This means all children, including those who have additional needs and are learning English as an additional language make good progress. The setting works in partnership with all parents, daily journals and general discussions are used to share information with parents. They are welcomed into the setting to observe their children playing and to speak to staff. Parents share concerns with familiar staff regarding their child's development and staff listen and reassure them. Parents explain they feel well supported by staff, in particular when meeting their child's emotional needs. Subsequently, parents feel well informed of their child's progress and are happy with the nursery.

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

Children feel settled in the nursery because staff effectively support their emotional needs. They show this by confidently exploring the environment, settling into routines quickly and

seeking cuddles and reassurance from familiar staff. In the baby room staff comfort children as they fall asleep, they sing songs using a calm voice to sooth and relax them. Toddlers and pre-school children show confidence as they move between the indoor and outdoor areas to decide which toys and equipment to play with. Staff are appropriate role models for children to encourage positive behaviour. They support children to share, take turns and listen to one another, they use familiar phrases such as 'good listening' to remind children and reinforce appropriate behaviour.

The environment is attractive for children with toys and equipment stored at their level to encourage their independence. Staff help children to manage their own personal care needs suitably for their stage of development. For example, pre-school children use the toilet independently and toddlers feed themselves competently. Staff provide children with lots of fresh air and exercise to support them to be healthy. Children enjoy using their muscles to climb up the apparatus, ride bikes and scooters and balance on the wooden beams. They enjoy a balanced menu and fresh drinking water. Staff keep the nursery environment well maintained and safe for children to use, they carry out regular checks of the environment and equipment to ensure children's safety. However, some staff are not vigilant when meeting unknown visitors in the nursery and do not ask them questions to identify who they are. This is not effective in keeping children safe.

Children are ready for the next stage in their learning because staff provide appropriate support for children as they settle into the nursery, move to new rooms and get ready for school.

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

The manager has sound knowledge and understanding of the learning and development and safeguarding and welfare requirements. This inspection has been brought forward due to the nursery receiving a 'notice to improve' from Ofsted since their previous inspection. This is because there was a breach of requirements relating to the systems for medicines, accidents and risk assessments. However, the manager has since implemented acceptable systems for the recording of medicines, accidents and the procedures for risk assessments and is compliant with the requirements.

The nursery has sufficient systems in place to ensure the safety of children. For example, recruitment procedures ensure staff are suitable and have the relevant skills and knowledge to carry out their roles effectively. All staff receive a suitable induction into the nursery to ensure they are familiar with nursery policies and procedures. The nursery manager follows correct procedures to notify external agencies and works effectively with relevant professionals following alleged child protection concerns. All staff are aware of these procedures and what to do if they have a concern about a child in their care. There are sufficient systems in place to make sure the premises remain secure, including notices displayed for parents to remind them to close the secure entrance door behind them. However, not all staff follow these procedures correctly when they exit the premises for short periods of time. As a result, unknown visitors gain access to the nursery premises as

they the door is not always kept secure, which is a breach of the safeguarding and welfare requirements.

Systems to monitor the planning and assessment of children's development are in place to support staff to meet their individual needs. Systems to identify children who need additional support in their learning are well developed. The staff work in partnership with parents, other professionals and the local authority early years team to extend children's learning. Staff appraisal and supervision meetings are in place to develop staff performance and identify training needs. The staff team meet regularly to update their knowledge and skills and share information. Senior staff share the responsibilities for overseeing behaviour, special educational needs and safeguarding children, which supports them to develop their professional skills and work together as a team. The manager monitors staff practice and leads by example to ensure practices are consistent. However, this is not effective in every room within the nursery. This is because staff in the toddler room do not always make the most of the opportunities presented to have discussions with children and provide them with challenges to extend their physical development.

The manager and provider are focussed on improving the operation of the nursery. They are reflective in their approach when identifying areas for improvement and are quick to implement changes. The nursery gains the views of staff, parents and children as part of the self-evaluation process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).

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	EY385314
Local authority	Croydon
Inspection number	925644
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	108
Number of children on roll	117
Name of provider	Star Child Nursery Ltd
Date of previous inspection	26/03/2013
Telephone number	02086896532

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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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