

SureStars Day Nursery Limited

Kingsway Primary School, Baker Avenue, LEAMINGTON SPA, Warwickshire, CV31 3HB

Inspection date

06/08/2013

Previous inspection date

03/06/2010

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

- Staff know children very well and plan interesting activities which meet their needs and challenge them well. Teaching is good and children make good progress as a result.
- Children are safe, as the management team ensure all staff understand and implement the rigorous safeguarding procedures effectively.
- Children's health and well-being are given top priority. They are all very happy and settled in the welcoming, family environment as staff are very caring and are aware of children's needs.
- Staff are extremely well supported by the management team and there is excellent monitoring of all aspects of the provision. Very strong partnerships with parents and other professionals are a great strength of the nursery, which means children are secure and very well cared for.

It is not yet outstanding because

- There is further scope to develop the outdoor areas so that children receive more rich and varied learning experiences.
- The opinions of all parents are not always sought on a regular basis for inclusion in the self-evaluation process.

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.

Inspection activities

- The inspector observed activities in the three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, who is also one of the providers of the nursery, and the children's centre manager.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

SureStars Day Nursery Limited is a non-profit making setting that registered under the present ownership in 2009 on the Early Years Register. It operates from a dedicated nursery unit in Kingsway Primary School, Leamington Spa, Warwickshire. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery opens on Monday to Friday from 8am to 6pm all year round, with the exception of Bank Holidays and two staff training days. Children attend for a variety of sessions. There are currently 60 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 20 members of childcare staff. Of these, all but three hold appropriate early years qualifications at levels 2 to 5. The 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:

- develop and organise the outdoor area further to provide more exciting and varied opportunities for children, such as digging and planting
- encourage all parents to make more regular contributions to the self-evaluation process so that they are more involved in the ongoing improvements in the nursery.

Inspection judgements

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

Staff know the children very well and they plan interesting activities which challenge and engage children. They plan around children's interests as they know which children will be attending each day and which activities they will plan to build on their learning so they make good progress. Staff record regular observations of children and use these to plan the next steps in their learning. They frequently assess children's progress across all areas of learning so that any gaps are identified and addressed, ensuring no child is left behind. Plans are clearly displayed in each room so that all staff know what individual children need to do to extend their learning.

Staff encourage parents and carers to bring in items to support children's learning and to work with them at home. For example, story bags and observation sheets are provided by staff to encourage parents to play with their children and to be involved in their assessment. Parents share information with staff about their children's achievements and are well informed about their activities and routines. They are invited to attend stay and play sessions which take place several times a year and to visit the nursery to share their skills, such as Indian dancing, which children take part in. Parents share basic words in their home languages so that staff are able to support children's language development in this as well as English.

The three playrooms are welcoming and well organised, and children access all the toys and resources easily, which promotes independence. Babies enjoy exploring exciting natural objects in treasure baskets and experience a variety of textures as they play in the sand or explore the feel of baked beans or paint with their whole bodies. Toddlers enjoy developing their physical skills outdoors through their use of wheeled toys and a range of climbing and balancing equipment. All children have regular use of the large equipment in the school hall and the school grounds, so their physical skills are very well developed. The outdoor area is used fairly well, particularly for pre-school children. However, there is more scope to develop this further so that children experience more exciting learning opportunities, such as digging and planting.

Pre-school children are very well prepared for school as they begin to recognise and write letters and sounds. They frequently use their name cards to practise writing them and are introduced to mathematical concepts through exciting activities, such as baking. Staff have a good understanding of how children learn so they allow children to lead their play, but they guide this sufficiently so that children are challenged and supported well. Staff help older children to count objects as they play, such as the 'candles' they put on a play dough 'cake'. Children with special educational needs and/or disabilities are supported very well as staff work closely with parents and a wide range of other professionals, some of whom are based the same site.

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

Children show they feel very secure with the caring staff as they sit on their laps to play or look at books. They form close bonds with their key person in the homely and welcoming environment of the nursery. The management team plans the comfortable, informal surroundings very thoughtfully in order to ensure parents and children feel at ease and children thrive. Staff work closely with parents in their support of children's development, such as helping them to stand and walk. They are extremely well supported by the nursery staff, who help them to make use of the services available through the children's centre on the same site. This improves children's sense of security and consistency, which means they are secure and happy. Children are confident in choosing the fruit and drinks they want at snack time, and use all the space in each room and outdoors. They chat happily to each other and staff at mealtimes, and there are very good relationships between all children and staff.

Behaviour is very good and children are praised for having good manners and for their

achievements. Staff encourage them to share and take turns. Children's ideas and opinions are valued so that they gain confidence and good self-esteem. Staff are very aware of children's needs and help them to manage their own care routines and to keep themselves safe. For example, they notice when children's laces are undone and make sure they are warm enough outside so that children become aware of these things and learn to manage them on their own. Toddlers hang up their coats and pre-school children choose and assemble the fillings for their tortillas at teatime. This promotes independence and free choice. Children learn to manage risks safely in their use of the wheeled toys and large equipment. They know they need to make sure their food is cool enough to eat, as staff remind them about this at lunch time. They are given healthy meals, drinks and snacks so they learn to make healthy choices.

Children's moves to new rooms in the nursery are managed very well. Parents are introduced to their child's new key person and they share information about their child's needs and routines. They are involved in the gradual move to the new room so that children are secure. Transitions to a number of primary schools in the area are smooth, as staff discuss their new schools with children, and some teachers visit nursery to meet them. Staff pass on information about children's progress, and children visit the schools with their parents. This means they are settled and secure and their needs continue to be met.

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

The management team is highly motivated and monitors staff performance extremely well through annual appraisals, daily observations and regular supervisions. This means that the quality of teaching is good and staff are very well supported in their professional development. The manager and individual staff members evaluate their performance and set targets to address through training, coaching and monitoring. This means a good standard of learning and progress is maintained for children. Very effective self-evaluation involves all staff, and an ongoing action plan ensures that there is continuous improvement in the provision. Staff have recently been improving their skills in the development of children's language and communication skills through the use of detailed training programmes. They work closely with local early years advisers to improve planning and all aspects of the provision. However, they are not always completely successful in involving all parents' suggestions in the evaluation process, although staff are keen to find new ways to do this. Children's enjoyment of activities is observed by staff, and older children express their views, which are taken into account when planning.

A very detailed safeguarding policy is implemented effectively by all staff, and rigorous procedures are in place for the collection of children and the recruitment of staff. The manager makes regular checks on staff knowledge of child protection and ensures comprehensive daily safety checks of the premises are carried out. Children's personal care routines are managed sensitively and safely, and all staff are very aware of how to identify, report and record any concerns. The premises are secure and staff supervise children vigilantly at all times so they are safe.

There is excellent partnership working with a wide range of other professionals in the support of all children and families. These include the children's centre staff, health visitors, speech therapists, physiotherapists, children's services and many others. Effective links with other local early years providers, including schools, mean that staff engage in mutual support, share training and receive advice from early years teachers. This means that children's care and learning experiences are continually improving.

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	EY403898
Local authority	Warwickshire
Inspection number	927152
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	60
Name of provider	SureStars Day Nursery Limited
Date of previous inspection	03/06/2010
Telephone number	01926887178

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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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