

North Star Nursery & Holiday Club

Polaris House, North Star Avenue, Swindon, SN2 1UH

Inspection date	20/08/2013
Previous inspection date	17/11/2008

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 develop confident relationships in this welcoming and friendly environment which helps them make good progress in their learning.
- Staff effectively organise children's care routines. They make sure they have time for rest, refreshment and active play.
- Staff work together well and there are effective systems to make sure staff are suitable to work with children.
- The nursery environment and equipment are kept clean which promotes children's good health.

It is not yet outstanding because

- Staff do not maximise opportunities for children to make decisions about when they play outdoors.
- The play spaces for the younger children do not provide inviting, cosy areas where they can rest.

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 talked to staff about nursery practice.
- The inspector observed children playing in each room and in the outside area.
- The inspector held discussions with the manager.
- The inspector sampled documentation including children's records, policies and procedures staff records.

Inspector

Karen Prager

Full Report

Information about the setting

North Star Nursery and Holiday Club opened in 1999. It operates from a single storey building with five rooms, toilets and kitchen. There is wheelchair access and facilities for those with disabilities. There is a fully enclosed outside play area available.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery and holiday club primarily serve the employees of the research councils.

The nursery opens weekdays all year round. Sessions are from 8 am until 5.45 pm for the children who attend the nursery and from 8am to 5.30 for the children who attend the holiday club.

There are currently 66 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four- year- olds.

The provision also cares for older children. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- expand the opportunities for children to make decisions about when they play outdoors
- improve the environment for the younger children by providing inviting and cosy spaces where they can rest.

Inspection judgements

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

Children make effective progress in all areas of their learning and development as a result of the delivery of good quality educational programmes. Staff work well with parents to find out about children's interests, routines and capabilities when they first attend the nursery. They make regular observations and summaries of children's progress, clearly sharing this information with parents. Staff identify the next steps in development for individual children and involve parents in this process. They then use this information in their future planning. As a result, all children are making good progress in their

development.

Staff set out books attractively for the babies who choose which they would like to look at. Older children sit together and listen to a story read to them. They show they are interested and listen to the sounds of words. Children enjoy running amongst the bushes outside. They take a ball and roll it down a slope watching how far it will go. Children show they are developing a good awareness of others and hand the ball back to their friend. Staff help children to explore their environment and they look for signs of life in the insect house. Children carefully balance on the logs, accepting help as they step from one to another. Children repeatedly climb onto the tree stump and develop confidence jumping off, proudly sharing their achievement with their friends. Staff allow children to become engrossed in their play, exploring the water tray, reaching for toys and splashing the water on their face. Babies indicate by actions their choice of song to sing. Children develop good language skills. They show they understand instructions and they develop confidence talking with each other linking aspects of their home life with nursery activities. Children confidently count how many children are present and the member of staff asks them to consider how many there would be if another child came.

Engagement with parents is effective. Parents receive regular information about their children's learning and development and are encouraged to complete 'wow' statements to complement the staff records of children's achievements. Parents are welcomed into the nursery to talk to their child's key person at any time. They are invited to meet with staff at regular intervals in the year for reports about their child's progress in all areas of learning. They can also see examples of their children's work on the nursery walls and in the learning journals.

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

The effective key person system and friendly staff enable families to share information. Babies care routines such as sleep times and nappy changes are carefully managed and warm relationships develop. Most children settle well at the start of the day. Those children who need additional support when they arrive quickly settle to play confidently with their friends. Children are supported well when they move from one room to another and staff liaise with the schools children will move to so that relevant information is shared.

Children behave well and learn to play co-operatively. Staff explain to children when something is not acceptable. Older children respond well to a 'sun and cloud' system which reinforces good behaviour and reminds children of the behaviour expected by staff. This helps them to consider the needs of others. Children are effectively supported in developing skills in independence. Older children take a part in organising the snack times and the staff support younger children when they choose the toys from the shelves. Children show that they are developing skills for the future as they engage in the broad range of experiences enjoyed. They are well prepared for the next stage in their learning and move to school.

The nursery is generally well resourced with good quality toys placed within easy reach of the children. Staff arrange the rooms to be welcoming for children. Young babies sleep in separate sleep rooms according to their needs and routines. Older children enjoy a planned naptime after lunch if they need it. This means children wake refreshed and ready to return to their play. However the play rooms for the youngest children do not have cosy spaces for children to rest during their play times.

Children learn to use the toilet independently and understand the need to wash their hands after. Children are therefore learning to be confident and ready for the next stage in their learning by learning these important hygiene routines. The systems for nappy changing are effective and appropriately conducted. Outdoor play opportunities are planned each day, consequently children benefit from fresh air and exercise. Group outdoor play is scheduled twice each day. Sometimes staff respond to children's desire to play outdoors at other times. However children cannot freely choose to play indoors or outdoors. This hinders slightly the play and learning for children who learn best outdoors.

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

Overall, the nursery is well led and managed and makes good provision for children enabling them to make good progress from their starting points. The nursery manager has a good understanding of the learning and development requirements of the Early Years Foundation Stage framework. There have been several staff changes in the nursery over the recent months and recruitment for replacement staff is ongoing. Appropriate steps are taken to ensure that children are cared for by staff who are properly checked as suitable to work with children and who have the suitable qualification. The manager has effective systems for cover staff to ensure that the correct ratios of adults to children throughout the nursery are maintained when the permanent staff are absent.

Welfare requirements are met for children ensuring a safe and stimulating learning environment. Staff are vigilant to ensure that staff who are new to the setting are well supervised. The thorough induction programme ensures that staff quickly gain a secure understanding of the daily routines and the policies and procedures. The nursery premises provide a safe, secure environment for all children with a secure entry system and enclosed garden. Risk assessments identify hazards the children may encounter. For example the nursery floors are cleaned daily and the carpets washed.

The manager and staff regularly review the quality of provision and identify priorities for improvement. They have improved the provision for children since the previous inspection as they maintain checks on sleeping children and assess the risks for each outing. An assessment system is used by staff to identify each child's progress across all aspects of the curriculum. They then use this information to plan effectively for children's development and to inform staff practice and areas for development.

The nursery receives support through the local authority and the manager meets with other local nursery managers to share ideas about nursery practice. Parents speak highly

of the provision made for their children and say how pleased they are with the progress their children are making. They also say how receptive the nursery staff are to suggestions and ideas about improvements to the nursery. Parents are welcomed to weekly 'stay and play' at the end of the day when parents build relationships with each other, discuss their children's progress informally with their key person and find out more about the activities their children enjoy at the nursery. They are also welcomed to a parents' user group where they discuss aspects of their children's care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	109123
Local authority	Swindon
Inspection number	922017
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	66
Name of provider	North Star Nursery Limited
Date of previous inspection	17/11/2008
Telephone number	01793 411994

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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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