

Starfish Childrens Day Nursery

Farnham Sixth Form College, Morley Road, Farnham, Surrey, GU9 8LU

Inspection date	05/09/2013
Previous inspection date	08/09/2008

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 are very happy at the nursery and have positive relationships with their key worker, other staff and children.
- Children are offered a range of different activities which help them make good progress in their learning.
- Staff are confident and have a good understanding of all aspects of the Early Years Foundation Stage and effectively support children to learn through their play.
- The Key worker system is a strength of the nursery as it enables staff to know their key children well and plan for their ongoing development.

It is not yet outstanding because

- The resources in the role play areas are limited to fully promote children's imaginative play.
- The organisation of some group times is not well thought out to ensure that all children can become fully engaged in the activity.

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 the interaction between the staff and children.
- The inspector talked to staff, children and parents.
- The inspector sampled the observations undertaken on the children and other paperwork linked to their care.
- A joint observation was undertaken with the deputy manager of the nursery.

Inspector

Amanda Shedden

Full Report

Information about the setting

Starfish Children's Day Nursery opened in 2003, and is a private nursery. It operates from a self-contained building within the Farnham College site. This is sub-divided into two base rooms. There are secure outdoor areas for the nursery's sole use. The nursery serves families from the local community and surrounding villages. Three- and four-year-olds receive free nursery education funding. Children attend for a variety of sessions. The nursery has procedures in place to support children with special educational needs and/or disabilities. The nursery opens five days a week. Sessions are from 7.30am until 7pm all year round, excluding Christmas and Bank Holidays. There are 10 full-time members of staff working with the children. Of these, seven have early years qualifications at the equivalent of level three. The nursery receives support from a mentor 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:

- increase the resources and opportunities for children to express themselves creatively particularly in the role play area to enable children to use their imaginations more

- improve the structure of the session so that children can complete all activities and other children are not required to remain seated for long periods.

Inspection judgements

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

Children enjoy coming to the nursery where their uniqueness is valued and they are offered a good level of support. Staff have a good understanding of children's development and how it links into the Early Years Foundation Stage. This has resulted in children making good progress in their learning. The effective key worker system enables staff to know their key children well and to promote and consolidate children's learning through their day to day interaction. Staff consistently promote children's learning by asking open-ended questions, their knowledge of the individual child enables the questions and level of support to be individual to each child. They are aware of the next steps in children's learning and good quality interaction is reflected throughout the nursery.

Babies' speech and language is well promoted through day to day interaction where staff repeat the babies' words and model correct speech. Children sit with their key worker and explore their 'chatterbox bags' from home where the parents have selected familiar objects and photographs. This encourages young children to talk about important people and things in their lives.

Older children concentrate and persevere while making a large group collage picture that will be displayed in the room. They use glue sticks and choose from a range of resources to stick on the paper and shake the glitter containers over the glue adding sparkle to their art work. Staff sit with them and encourage them to talk about what they are doing. This helps children talk about their ideas and what they are creating.

Children learn about maths through a range of different planned and incidental activities. They count how many children are present and use hexagons to create different shapes. Children sing number songs and use their fingers to count up to ten and back again. This develops children's understanding of counting, shape and space.

Older children sit together to have stories before snack and lunch times. However, the organisation of this period is disrupted by children being called away to have their hands washed preventing them from hearing the end of the story. Many children therefore do not become engaged with the story as they know they will be called away before the end. The stories do not engage the younger children in the room as they are too long for them to concentrate on. Staff reading the story do, however, ask appropriate questions which engage those children who are listening and encourage them to talk about what is happening in the story.

Staff regularly assess the children and use this information to plan for further activities that will help the children to make good progress in their learning. The assessments undertaken on the young children are used to complete the two-year-old assessment, which is shared with parents.

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

All children are very well supported by their key person. Good quality information is gained from parents before a child starts and this supports continuity of care and education. The under threes have particular attachments to their key person who knows them well and can positively respond to their needs. This results in children having a sense of belonging and feeling secure.

The combination of displays of children's work, and access to the garden and the effective staff are conducive to children's learning. The resources in place are of a good quality overall and displayed to encourage children of all ages to become independent as they self-select what they wish to play with. Children develop their independence and exploration skills as they self-select the resources and choose what activities to become engaged with. However, the role play resources are limited for both age groups impacting on their opportunities to use their imagination in this area. Each age group have their own

base room with good resources overall in each.

Children's behaviour is good. There is an effective system in place throughout the nursery where even the youngest children learn about kind hands. Staff concentrate on the positive aspects of children's behaviour and all children learn about the concept of turn taking.

Older children's independence is encouraged at meal times. They serve themselves their food and can help themselves to water throughout the day. Young children who are new to the pre-school are helped to learn this new skill and learn about portion control. Children have activities linked to healthy eating and have grown vegetables in the garden, increasing their understanding about foods that are good for you. Each day children play outdoors, which supports their physical development. In addition to the outdoor resources staff create games, for instance, racing each other around the track, which contribute to their well-being.

Children who are moving on to their next stage of learning are well supported and prepared. Young children moving into the pre-school have several visits to the room increasing in time until they are comfortable and ready to move there permanently. Parents are involved in the process and are kept fully aware of the procedure. Children moving onto school are well prepared as they are independent in their self care skills and they know how to sit and listen and can contribute to discussions.

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

Children use a safe and secure learning environment because staff carry out detailed written risk assessments and daily checks. Staff have undertaken training and the systems in place support staff if they had a concern about a child. The delivery and collection of children is effectively monitored by the staff to ensure that the door is only opened to people they know or who have their identification checked. Children are well supervised and any accident however minor is recorded. If additional staff are required the nursery makes use of their own bank staff, most of whom have been confirmed as suitable people to work with children. For those whose checks are not yet complete they are fully aware, as are all the other staff, they are not to be alone with the children. This safeguards both the adult and the child. Staff supervise children closely to make sure that they are well protected. Effective recruitment and vetting procedures alongside induction systems help to ensure all adults and students are suitable to work with children and are aware of their roles and responsibilities. All visitors are required to sign in the visitor's book to ensure staff maintain an accurate record of everyone coming into contact with the children.

The staff team work successfully together to offer the children a wide range of activities and experiences that promote their education and well-being. Children's next steps are clearly identified and are incorporated in the daily plans, which show that the staff know their children well. All children are given a good level of support to help them make progress through the positive interaction of the knowledgeable staff.

The nursery has evaluated their practice using information gained from staff and parents. They have created and acted upon their action plan to improve the outcomes for children and their parents. They continually look at their practice to see how it can be improved, for example, they have changed their opening hours to reflect the needs of the parents.

The room leaders and manager have a good overview of the curriculum and they ensure that children are offered a wide range of activities and experiences that fully support their all round development. Next steps for each child are incorporated into the planning. Regular assessments are undertaken, which highlight any interventions that might be needed to help children progress further. This information is used to inform the two-year-old assessment check, which is shared with the parents.

Staff meetings and regular training drive improvement and ensure all staff have opportunities to develop their skills and knowledge further. Management successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff practice and annual appraisals. This demonstrates a good capacity to improve the outcomes for children.

Parents are given regular information about their child at the nursery. Every term parents are invited in to discuss their child with their key worker. These sessions are used to highlight their child's achievements and discuss child's next stage in learning. In addition daily conversations take place with their child's key worker where good quality information is exchanged so parents are aware of the experiences their children are having. Parents are invited in to 'stay and play' sessions which give parents a real insight to the activities that are on offer to their children. The nursery has made links with other settings the children attend to promote their continuity in care and learning. The nursery work successfully with other agencies to support children who have additional needs, this gives them continuity to help their development.

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	EY277515
Local authority	Surrey
Inspection number	932299
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	65
Name of provider	Charlotte Mary Murton
Date of previous inspection	08/09/2008
Telephone number	01252 820 333

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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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