

Bright Stars Nursery

Hudson Road Primary School, Villiers Street South, SUNDERLAND, SR1 2AH

Inspection date

19/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	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

- Children make good progress during the time they spend at the nursery. This is because staff have a very good awareness of their individual needs and precise assessment and planning is in place for all children.
- Children have access to a wide range of materials, with an emphasis on natural resources. Both the indoor and outdoor areas are highly stimulating with very good use of equipment, giving children opportunities to experience and explore a wide variety of play situations.
- Staff create a warm, welcoming environment where children settle and develop close relationships with their peers and adults working with them.

It is not yet good because

- Risk assessments are not always fully effective in identifying and minimising all potential hazards children may come into contact with. As a result, children's safety is not always well supported.
- Opportunities to fully extend children's already good language and thinking skills are not always maximised. This is because staff do not always offer explanations and ask open-ended questions when they support children during activities.
- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support they receive.

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 play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.

Inspector

Nicola Jones

Full Report

Information about the setting

Bright Stars Nursery was registered in 2006 on the Early Years Register. It operates from Hudson Road Children's Centre in Sunderland, Tyne and Wear and is located within the grounds of Hudson Road Primary School. The nursery is managed by the governing body of the school. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including the manager who also holds a higher qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm Monday to Thursday and 7.30am until 5.30pm on a Friday. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve risk assessment procedures to ensure they are fully effective and identify and minimise all potential hazards which may arise for children, with particular reference to the identification and removal of general waste in the outdoor environment.

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

- develop further opportunities to enhance children's already good communication and language skills. For example, by providing explanations and asking open-ended questions to further their understanding of mini beasts
- reflect on and further develop ways to strengthen the relationship with other settings children attend so that there is an even more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

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

Staff have very good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They provide an interesting and exciting range of activities and experiences for children in the indoor and outdoor environments, providing opportunities for progression, extension and challenge. As a result, children thoroughly enjoy the time they spend at the nursery and make good progress in their learning and development. Staff build on children's home-based knowledge and experiences and provide opportunities for them to play, as well as to experience a wide variety of adult-led and child-initiated experiences. For example, older children make birthday cakes using play dough and use small sticks as candles. Staff extend their knowledge by talking about celebrations and plan to make 'real' cakes the following week. Excellent use is made of natural, stimulating resources throughout the nursery. This encourages children to engage in open-ended play and use and move equipment in a variety of ways. Staff follow individual children's interests very well and provide inspiring and thought-provoking areas to further their play and exploration. For example, when children show an interest in cars, an area is developed with car registration plates, road maps, clip boards, paper and a garage. This supports their learning well and provides a very good foundation for future literacy development.

Staff support very young children's communication skills well. They show children how to pronounce words by responding and repeating what they say in the correct way, rather than saying they are wrong. This enables children to enjoy investigating with sounds and words and begin to communicate for a range of purposes. An accurate assessment of children's developing vocabulary is displayed on the wall of the baby area. This ensures all staff working with this age-group recognise the progress children are making in their language skills and plan appropriate activities to develop this further. Good use is made of visual prompts around the nursery. This ensures all staff are aware of effective strategies to support children's communication and language and promotes a joint approach. However, occasionally, staff do not fully maximise opportunities to develop older children's already good language skills. For example, when children discover spiders in the outdoor environment, staff do not fully extend their language and thinking by offering further comments and asking open-ended questions. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy the sensory experience of making marks in sand and paint, manipulate play dough and use their hands to fit pieces of train track together. In the outdoor environment, children jump in puddles, balance along logs and climb confidently on low level branches of trees. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Children who speak English as an additional language are well supported in the nursery. Staff actively seek key words from parents and incorporate this into play-based activities and experiences. In addition, a bilingual nursery nurse supports children, staff and parents. This ensures children develop and use their home language in play and learning, supporting their language development at home. Children with special educational needs

and/or disabilities are equally well supported in the nursery. Assessments accurately identify children's weaknesses in learning and development. This ensures advice is sought and intervention is secured to meet children's needs at the earliest stage. Staff complete a range of good quality assessments for all children. This information is matched to the areas of learning in the Statutory framework for the Early Years Foundation Stage. Next steps in development are identified for each child and this is tracked over time to demonstrate progress. Individual learning journal files and summaries of learning are completed for all children. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, parents verbally share information about their child and this is recorded in observation documentation. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Staff have a, generally, good understanding of children's safety. However, due to a weakness in leadership and management, children's play space in the outdoor environment is not as safe as it could be. Overall, children demonstrate they feel safe in the nursery. They demonstrate a good awareness of safety when playing in the indoor environment. For example, children use the mop independently when they identify water on the floor underneath the water tray. They talk about what they are doing and make comments, such as, 'I need to get the water off the floor' as they complete their task. Staff encourage children to develop their independence skills. Very young children quickly learn how to place their shoes in the basket provided and place cushions on the floor when staff tell them it is snack time. This demonstrates a good awareness of routines and builds their self-esteem. Older children develop independence skills when they use the outdoor tap to fill their watering cans, know how to find and return toys and equipment and attend to their own personal needs.

An effective key person system is in place in the nursery. Staff build respectful and caring relationships with all children and respond sensitively to their feelings, ideas and behaviour. As a result, children are happy, separate with ease from their parents and enjoy exploring and playing in their environment. Children behave well in the nursery. They interact well with each other and demonstrate friendly behaviour when new children come to visit. This is because staff are good role models and use a consistent range of strategies to show children the expected behaviours within the nursery. Staff respond well when behaviour changes occur and talk gently to children to ensure their feelings are accepted and acknowledged. Children are well supported when they first begin attending the nursery. Parents share good quality information, including sleep and feeding routines, likes and dislikes and details of any allergies. This ensures continuity is provided and children's individual emotional and physical needs are well met. Children attend for short visits before their start date. This enables them to become familiar with their key person and other children in their group. Children are equally well supported when they move from the baby area into the main area of the nursery. They make visits with the key person and all information is shared between staff, maintaining continuity in care and

learning for each child. Partnerships with the local school are good. Excellent opportunities are provided throughout the year to familiarise children with their new environment. For example, children watch performances, use equipment in the school hall, visit the early years classrooms and meet their new school teachers.

Children are provided with daily opportunities to develop their physical skills and enjoy energetic play outdoors. They have access to a large, open area with a variety of levels, including flat and hilly ground. Free movement is encouraged and children enjoy moving in different ways. For example they lie on the ground and enjoy the sensation of rolling down the slope. Fresh, healthy food is prepared in the adjacent school for the nursery and children have regular opportunities to talk about and discuss the benefits of eating nutritious meals and snacks. Staff encourage them to try different fruit and vegetables and make comments, such as, 'eating fruit makes you grow big and strong'. This further supports children's understanding of the importance of a healthy diet and lifestyle.

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

The manager and her staff team carry out ongoing risk assessments in the indoor and outdoor areas of the nursery. However, on the day of inspection, there were a number of items of general waste lying on the ground outdoors, which presented a potential hazard to children. The manager described how this is an ongoing issue in the outdoor environment and staff are vigilant and remove items on a daily basis.

However, routine checks of the area on the morning of the inspection had not identified any risks. As a result, on this occasion, ongoing risk assessments were not as effective as they could be and did not minimise hazards for children. The manager effectively addressed this as soon as she became aware of the issue. She demonstrated a good attitude towards children's safety. Other risk assessments are effective and ensure all areas children come into contact with are safe. For example, floor spaces and fire exits are kept clear at all times.

The manager and her staff team fully understand their responsibility for safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. All staff know and understand procedures to follow should they have any concerns and know who to contact if the manager and deputy are unavailable. There are clear procedures in place for the use of cameras and mobile phones. Permission is obtained from parents for the staff to take photographs of children and effective measures are in place to ensure images are stored confidentially and used only for professional purposes. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff and students are fully aware of their roles and responsibilities in keeping children safe.

Partnerships with parents are good. The manager and her staff team demonstrate a strong willingness to engage with all parents and provide support to address individual circumstances. A number of thank you cards are displayed on the wall of the entrance hall and a book is available to record written comments. Parents are clearly satisfied with the

level of care and learning provided by the nursery and make comments, such as, 'Thank you for helping my child to settle, it has helped us go to work knowing they are with you all and their friends'. Partnerships with the primary school are well established. A small number of children use the 'wraparound' provision on offer at the nursery. Information is shared on a daily basis regarding children's care and well-being and staff ensure parents receive key messages and letters sent home. However, there is room to strengthen partnerships even further with the school to ensure that there is a more effective shared knowledge that will support continuity in children's learning and development. Partnerships with external agencies and services are equally well established and make a strong contribution to meeting children's needs. Information received from services, such as, speech and language therapy, is well used. This ensures children get the help and support they need to address their individual needs and circumstances.

The manager has a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support her staff. As a result, staff are enthusiastic and clearly enjoy working as part of the team. Planning and assessment systems are monitored effectively and the manager confidently describes what is working well and addresses issues raised. Documentation for tracking children's progress is in place. This information accurately identifies children who are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need. The manager carries out observations of practice to monitor the quality of teaching throughout the nursery and ensures training needs are identified effectively. This is further monitored through effective performance management, which provides support, coaching and training to meet individual staff needs.

Self-evaluation takes into account the views of staff, children and their parents. Views are sought through regular meetings and discussions with staff and children have opportunities to share their opinions through observation and discussion. For example, regular opportunities are provided for children to be involved in room changes in nursery. Effective use is made of parent's boards and a comment book to seek their views. The manager has a strong drive to improve the nursery and a clear and successful action plan, that aims to support children's achievement over time, is in place. There are well established links with professionals within the local authority and this further enhances the self-evaluation process.

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	EY331400
Local authority	Sunderland
Inspection number	870806
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	34
Name of provider	Hudson Road Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0191 553 7756

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Type of provision

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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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