

A Star Kids Nursery

1 Rosewood Avenue, HORNCHURCH, Essex, RM12 5LH

Inspection date	04/09/2013
Previous inspection date	21/09/2012

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

- The setting's settling in process is tailored to each child's needs and set at their own pace.
- Children and their parents are warmly greeted and made to feel welcome at the setting.
- Staff involve children during the story sessions by encouraging them to join in with the words.

It is not yet good because

- Some items in the children's meals do not teach them about foods that are good to eat to help them to make healthier choices.
- Staff do not effectively use questions to enhance children's language development.
- Children's independence at meals times is not always promoted.

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 interviewed the supervisor.
- The inspector observed the children during play and the staff's interaction with the children.
- The inspector sampled a range of documents which included the attendance register, staff records, records of the risk assessment, menu and children's assessment records.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

A Star Kids Nursery is one of two settings owned by a private individual. It registered in 2012 and operates from a purpose built building in Elm Park, in the London Borough of Havering. Children use five rooms and have access to an enclosed outdoor play area. The setting's opens each weekday during term time only. The nursery's pre-school hours are 9am until 3pm. The after school provision opens 7am until 8.30am and 4pm until 6pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 aged from two to four years on roll. The nursery receives funding for the provision of free early education for three and four-year-old children.

The setting employs five members of staff of whom four hold National Vocational at level 2 and 3. One staff is currently studying for an appropriate childcare qualification. Two members of staff, including the manager hold Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme for physical development by providing children with healthier options in relation to their food choices.

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

- encourage children's independence at meals times by allowing them to serve their own foods
- ask children open questions that encourage them to think about their experiences and express their ideas and allow children time to answer these questions.

Inspection judgements

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

Staff are sensitive to the individual needs of new children arriving at the setting on their first day. The staff allow children to familiarise themselves at their own pace thus recognising the different ways that children respond to new situations. New children

observe what is happening around them while key persons remain close by. Staff obtain information from parents about children's interests, abilities and preferences before they start at the setting. They use this information to present activities appropriate to children's stage of development and build on what children already know. Staff have begun to make links between the assessments they make of children's progress and the activity plans. This is because staff use their knowledge of children's interests, favourite toys and the identified next steps in their learning to help plan for each child's learning.

Some staff do not help children to understand about healthy foods so that they learn to make healthier choices and develop positive eating habits. Although the menu is well balanced with a selection of fresh fruit and vegetables meals often include items such as frozen chicken nuggets and pizzas that can be high in salt and fat. During snack time, staff do not support children through discussion to discover foods that are good to eat and other foods that are not healthy options. For example, children receive a range of healthy snacks such as, fruits and vegetable slices but jam sandwiches are also included. Staff encourage children to explore their sensory experiences through activities such, as painting, play dough and water play. They also try to encourage children to distinguish between the texture and tastes of different types of fruits. However, staff's questions do not invite children to think and express their understanding or ideas. Instead staff give children the answers or children answer using one word. Children are able to make choices about their play as they select toys that are stored at their level. Children attend to their personal needs as they pour their own drinks at meals time; however, staff do not allow them to serve their own food. This does not encourage their independence and misses opportunities to develop their physical skills.

Children show interests in books as they help themselves to books during the session. They look at books independently and enjoy listening to stories in a group. Staff help children to predict what might happen next when reading to them. This encourages children to learn that books are enjoyable and fun. Children are developing a positive attitude to music and dance. They enjoy playing musical instruments, such as, recorders, tambourines and shakers. They move their bodies to the tune of the 'Grand old duke of York' and follow the actions for other nursery rhymes and songs. Staff respond to children's expressive actions by joining in. Staff participate in children's chosen activities and provide opportunities that introduce children to positional language and directions. For example, children use computer programmes that enable them pretend to drive a car. Staff point out the arrows on the keyboard and help children to identify the arrows for 'up', 'down' and 'across'. This helps to promote children's early literacy skills.

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

Staff give a warm greeting to children and their parents when they arrive. This helps to make children feel welcome. Staff show a caring response to upset children as they give children reassurance and offer them appropriate physical contact, such as, hugs. This helps to build on children's self-confidence. Key persons liaise with parents to find out children's favourite toys and activities, which they provide to help children feel a sense of connection to their home. Key persons also encourage the parents of younger children to

bring in the children's familiar comfort aids, which they keep where children can see them. This provides children with a sense of security. Staff introduce new children to other children to help them start to make friends. They also encourage new children to join in activities and games whilst at the same time recognising when children are not yet ready and prefer to observe. Staff demonstrate that they respect each child's individuality. Children behaviour is generally good, and they receive support to help them learn to share and take turns.

Staff encourage children to drink water throughout the day to help prevent children from getting thirsty. This helps to promote the physical wellbeing of all children particularly the younger children who are not yet able to think about their personal needs. Older children help themselves to water when they need a drink. Children receive adequate portions of food at meal times and are offered the choice of second helpings if they want more. The staff's daily routines minimise the spread of germs to children. Children who have an infectious illness are asked not to attend, thus reducing the spread of contagious illnesses. Children play outdoors on a daily basis. They enjoy riding tricycles, pushing buggies, running around and playing ball games. These activities help to develop children's physical skills. In response to the recommendation raised at the last inspection, staff now help children develop an awareness of safety within the setting through gentle reminders and explanation. Children and staff practise the emergency evacuation procedures on a regular basis. This helps the children to become familiar with the routine for evacuation in the event of an emergency.

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

This inspection was brought forward as a result of concerns relating to adult to child ratios, staff suitability and unauthorised persons collecting children. Concerns were also raised about food, and health and safety. At the inspection, sufficient numbers of staff were found to be on duty and they are appropriately deployed to help ensure that children are supervised indoors and outdoors. The premises are secure and there are appropriate procedures in place to prevent unauthorised persons gaining access to children. Staff carry out daily risk assessments to identify and minimise potential hazards to children. In order to help keep children and staff safe the manager ensures that fire detection equipment is annually checked and maintained. There are appropriate procedures in place to prevent the spread of infection or germs to children. For example, staff wear protective clothes when preparing snacks, mopping up spills and changing children's nappies. The nursery has appropriate recruitment and vetting procedures in place, which helps to ensure that staff and apprentices are suitable to work with children. Children are provided with sufficient food, which is balanced and generally nutritious although on occasions are offered less healthy choices. As a result, staff are not meeting the requirement to teach children how to make healthy choices in relation to food.

The manager actively encourages staff to attend further childcare training courses and this helps to support the children. Current and new staff have an appropriate understanding of child protection issues and are aware of the procedures to follow, should they have

concerns about a child. The nursery's space is appropriately organised, which allows children to move around freely and independently between the interconnecting rooms. The staff make positive use of the outdoor area to enable children to experience a range of physical play and support their learning. The manager and staff have appropriately addressed the recommendation raised at the last inspection. As a result, staff plan activities according to each child's individual needs. Overall, children's assessment record shows that they are making sound progress in their learning and development. The manager welcomes visits from the early years team and she uses any recommendations raised from these visits along side the setting's self-assessment to help improve the outcomes for children.

The partnership between the staff and parents is developing. Staff share information with parents about their child's achievements so that they know how their children are progressing. The manager make information, such as, new letters, posters and policy documents available to parents so that they are informed about their children's general wellbeing and the provision. Parents comment that their children have grown in confidence, developing well and that the staff are friendly. The setting encourages parents to complete a written questionnaire to share their views about the setting, which they use as part of their evaluation. The staff demonstrate an understanding of working with other providers and schools to help provide continuity of care for children.

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	EY444537
Local authority	Havering
Inspection number	931194
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	32
Name of provider	Nisha Sobhanan
Date of previous inspection	21/09/2012
Telephone number	01708 471151

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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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