

# Bright Stars Day Nursery

Cleeve Road, Leatherhead, Surrey, KT22 7SA

## Inspection date

Previous inspection date

23/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

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	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 establish supportive, reassuring relationships with children, enabling them to settle and develop in confidence.
- Staff form good relationships with parents, which enables them to play an active part in their child's learning.
- The leadership and management team is strong and provides well-targeted plans for the future development of the nursery. Staff's professional development is enhanced by the effective support systems.
- All children enjoy learning and make good progress. Staff plan interesting and exciting activities, which effectively support children's individual abilities and their interests, helping them to move forward in their learning.

### It is not yet outstanding because

- Staff do not always plan specifically for babies in the outdoor area, to fully support their sensory exploration and independence skills.
- Older children do not always have opportunities to move freely between indoors and outdoors, to encourage a full choice of learning experiences.

## 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 sampled records and documentation relating to children's progress and development, and the range of policies and procedures.
- The inspector discussed management issues with both the owner and the manager.
- The inspector observed children's play and staff interaction both indoors and out.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager conducted a joint observation.

## Inspector

Teresa Elkington

## Full Report

### Information about the setting

Playtime Workplace Nursery registered under new ownership in 2013 on the Early Years Register. It operates from five rooms in a converted bungalow, within the grounds of ERA Technology in Leatherhead, Surrey. Children are based in their own rooms appropriate for their ages. They have access to two enclosed outdoor play area. Children aged from two years are based in the conservatory preschool room, which has direct access to an enclosed outdoor play area. There are currently 46 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open each weekday from 7.30am to 6pm all year round, excluding bank holidays. Children come from a wide catchment area. The nursery employs ten members of staff, including the owner and the manager, eight of whom hold appropriate early years qualifications. Three members of staff have an early years related degree. The owner also has an Honours degree in early years studies and holds Early Years Professional Status. The owner is based on site two days per week. The nursery is in receipt of funding for the provision of free early education to children age two to four years.

### What the setting needs to do to improve further

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

- develop further outside play experiences especially in regard to encouraging babies' sensory exploration and independence
  
- encourage older children to move freely between indoors and outdoors, to fully support them in their choice of play.

### Inspection judgements

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

A rigorous system of observation and assessment means that staff can plan specifically for the needs and interests of each individual child. Parents contribute information regarding their child's current developmental stages, likes, dislikes and interests, through 'All about me' forms. Staff use this information effectively alongside their own initial observations to plan for each child's next steps. This enables staff to plan effectively during children's first days at the nursery, helping them to feel settled and secure. Good systems are in place to support staff in the completion of the progress check for two-year-olds. Staff have a good knowledge of how children learn and they fully understand the learning and development

requirements of the Early Years Foundation Stage. As a result, children are fully prepared for their next stage in learning and as they progress through the different age groups within the nursery.

Children participate in a good range of activities, which excite their interest and challenge their ability. Babies have access to a range of resources to aid and develop the enhancement of their physical skills, for example soft cushions to support early sitting. Their senses are aroused as they explore a range of natural objects within treasure baskets, alerting their curiosity as they explore the different textures. However, this is not fully extended in the outdoor play of non-mobile babies, as they have limited opportunities to access a wider range of sensory and textured resources. Babies enjoy exploring a range of sounds; for example as they listen to rainmakers, they turn them upside down to watch the beads fall. This supports children's early investigative skills in exploring how things work. Babies benefit from the good interactions from the staff, who provide a commentary to what babies are doing and introduce new sounds and words, thereby helping them to develop their early skills of communication.

Children aged two to three years really enjoy their time in the fun and welcoming toddler room. They enjoy expressing themselves through a range of creative activities, for example as they paint leaves collected from the garden with paint, and make prints with them on the paper. Staff support children's thinking and developing awareness of colour recognition as they introduce the names of the colours being used. Children enjoy listening to stories as a group and independently select storybooks from the well-resourced and inviting book area. This enables children to develop their early interest in the use of books. Staff interact well with children to enable them to gain the most from their learning experiences. They play alongside the children and extend their thinking as they ask open-ended questions. For example, as children dress the dolls they ask them if the clothes are too big or too small for the doll, helping children to develop their understanding of comparing size.

Staff working with the older children provide a variety of interesting activities to support children's learning effectively. Children delight as they explore different sounds by using wooden sticks to bang on a variety of different objects in the garden, for example brickwork, rubber tyres, metal, plastic and wood. They follow the instructions of staff as they tap out beats softly, loudly, slowly and quickly. They talk about the different sounds that they hear and make their own beating patterns. This encourages children to develop their listening skills and explore different sounds and rhythms. Children's developing understanding of number use is supported well through their everyday routines. For example, they select their pieces of fruit as depicted on the number card displayed at the front of the bowl. This is well supported by staff, as they talk about the amount children have selected, how many more they need and how many they have to take away. In the physical area, children show great skill as they run, climb, jump and balance on the wide range of equipment. They are able to take risks in safe surroundings as the staff are on hand to support and offer guidance. However, older children do not always have opportunities to move freely between indoors and outdoors, to fully encourage their choice of learning experiences.

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

Children demonstrate that they feel safe and secure in the warm and caring atmosphere. The key person system is effective in developing close bonds with the child as well as the parents. Children behave well and they play and learn in a harmonious environment. Staff provide a consistent approach towards managing children's behaviour through clear explanations, which pre-empt possible situations arising. Children receive positive interactions and messages from staff as they offer kind and gentle words or praise and encouragement. This supports children's self-esteem and develops confidence. Children are able to use appropriate manners as they say 'please' and 'thank you', for instance at meal and snack times. This enhances their skills for the future.

Children show a good understanding and adopt healthy habits, such as good hygiene practices. For example, they know to visit the bathroom to wash their hands prior to snack and meal times and after undertaking creative activities. Staff follow appropriate hygiene routines when changing nappies. Children enjoy a healthy diet. An outside company, in consultation with the management team, prepares the meals for the children. Meals are based upon a two-weekly rotating menu, which ensures that children access a wide variety of food that is supportive of their individual dietary needs and known allergies. Children thoroughly enjoy outdoor play. They position large wooden building blocks with care as they make pathways to walk and balance upon. They use bikes with skill, negotiating space well so that they do not disrupt the play of others. Children take part in other activities supported by outside companies to encourage their physical skills. They listen intently to the instruction given by the coach who engages them in fun activities that interest them.

Babies and young children sleep and rest according to their individual routines. Staff monitor babies safety as they follow clear safety procedures in observing children during their sleep. Children are able to take risks in safe surroundings, as staff are on hand to offer support and guidance. Children's understanding of their own safety is promoted with the use of regular emergency evacuation drills. This routine is further supported by the use of photographic story books made by staff and the children, to help them understand the procedure to follow. Older children help staff to assess risks as they undertake daily safety checks in their role of safety monitor. Toys are of good quality and organised to enable children to self-select. Staff label boxes clearly with words and pictures, supporting children's developing understanding of word associations from an early age. The staff team fully supports children with special education needs and/or disabilities and children who speak English as an additional language. The staff work in conjunction with parents and other agencies to provide appropriate levels of care and learning.

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

Staff and the management team demonstrate a clear understanding of the safeguarding and welfare requirements. Staff have a thorough understanding of the procedure that they would follow, if they had any concerns about the children or behaviour of members of

staff. This shows that staff are vigilant and not fearful of reporting any concerns that they may have, knowing that the concerns will be dealt with effectively by the management team. Staff receive regular training to support their awareness of child protection issues and the procedures that they must follow. The management team demonstrates a thorough understanding of the child protection referral procedure.

Robust recruitment processes enable the suitable employment of the staffing team. Staff are supported by a clear induction process. All staff receive an annual appraisal, which is supported by one-to-one supervision sessions, along with observations undertaken by the management team of staff practice. This enables management to plan effectively for the training and professional development of the whole staff team. Staff receive further support through regular staff meetings, enabling them to reflect upon practice and contribute to the future development of the nursery. The nursery has a positive approach to self-evaluation. Parents contribute to the self-evaluation process through parental questionnaires. This enables management to consider any comments and suggestions that parents may have, to influence their continual improvement plan. Since opening, the management team has formulated clear action plans as to the future improvement of the nursery. One highlight of this is the re-organisation of the nursery layout, to enable children to have their own age-appropriate room.

Staff form positive relationships with parents. Parents receive a wealth of information about the nursery. Numerous information boards and ongoing discussions with staff keep parents fully informed as to the operations and events of the nursery, and their child's developmental information. Staff display children's work, enabling parents to celebrate their child's achievements. They forge home links through encouraging parents to share observations of their child's development. Home and nursery links are further supported through the use of character bears for younger children and book sharing schemes for the older children.

Staff establish effective systems to develop communication links with others and where children attend another early years settings. They support children's individual learning through the sharing of observations and development information. Children receive support as they move to primary schools and teachers make visits to the nursery from the local schools. This enables the key person to discuss learning and development and any special educational needs.

## 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

<b>Unique reference number</b>	EY460292
<b>Local authority</b>	Surrey
<b>Inspection number</b>	907020
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Bright Stars Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01372377470

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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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