

STARLIGHTS

Link House, Bolton Road, Kearsley, LANCASHIRE, BL4 9BT

Inspection date

22/10/2013

Previous inspection date

19/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 cared for in a warm, nurturing and supportive homely environment. They are happy and contented, and form close bonds and special friendships with their key person at the nursery. Staff constantly praise children's achievements, which effectively promotes their confidence and self-esteem, and also results in children feeling safe and secure in their environment.
- Children are provided with a broad and balanced range of learning experiences across all seven areas of learning. They make good progress in their learning and development because staff provide challenging experiences that stimulate and meet their individual needs and interests well.
- Children's independence and self-help skills are very well promoted, especially with the pre-school children. This ensures that they are confident in seeing to their own personal needs and gain the skills and learning they require for starting school.
- The nursery establishes strong relationships with parents. Staff regularly share information about children's progress and parents constantly share children's experiences from home. As a result, a combined approach to helping children meet the next steps of their learning is guaranteed.

It is not yet outstanding because

- Opportunities to support children's use of their home language and the use of visual images are not fully embraced in the pre-school room to positively reflect the children's cultural and linguistic identity and experiences and to support language awareness.

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 children playing in the cub room, tiger room and lion room and the outdoor play areas.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents of the early years children attending the nursery who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full Report

Information about the setting

STARLIGHTS was registered in 2009 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from a two-storey detached building in the Kearsley area of Bolton, Lancashire and is privately owned by a limited company. The nursery serves the local area and surrounding district. It operates from four separate age related playrooms with associated facilities. The first floor is accessible using a flight of stairs. There is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, three hold early years qualifications at level 4, eight at level 3 and two at level 2. One member of staff holds a Foundation Degree in Early Years. The nursery provides an out of school provision and a holiday club during the school holidays and opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- provide more visual images that positively reflect children's cultural and linguistic identity and experiences and obtain information about children's home language experiences to enable the continued support and development of children's language awareness and skills at home and in the nursery.

Inspection judgements

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

Staff have a good understanding of how children learn and effectively implement all the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children continue to make good progress within the highly stimulating, colourful, and interesting learning environment. Parents are kept well informed of their children's progress and feel involved in their children's learning. They complete personal profile forms about their child's care and welfare needs, developmental milestones, and interests before they start nursery. As a result, the staff are clear about

children's starting points in their development, care routines, and well-being. Key staff in each room use this information to help children settle in and to plan activities that meet the needs and interests of all children. As a result, it is clearly seen that children make good progress in relation to their starting points. Staff complete simple but effective observations to assess children's learning and continuous development. This ensures that children remain engaged, motivated and challenged in interesting and worthwhile activities that will continue to promote their learning.

Children who require specific help are supported well because staff have a good level of understanding of children's individual needs. This ensures that all children reach their full potential. Communication and information sharing between parents and staff is very effective. This ensures that additional help and support is obtained when required. As a result all children are supported well and continue to make good progress towards the early learning goals and in their overall development. Staff provide an inclusive environment. They incorporate various cultural celebrations in to the planning and make sure that there are some resources and books that represent difference and diversity in every room throughout the nursery. However, there is scope to extend opportunities for those children who are learning English as an additional language to view and use their home language in the nursery so that they feel it is valued and by providing more visual images throughout the nursery that positively reflect the children's cultural and linguistic identity and experiences. So that children's awareness of the difference and diversity of the world around them is further supported.

The nursery environment is well organised and well-resourced. The age related play rooms are fully enhanced to inspire children to actively explore and investigate their surroundings. For example, babies access comfy cushioned play areas filled with natural materials in baskets and non-mobile babies lie on comfortable mats surrounded by soft toys and sound activated resources which stimulate their physical and sensory development. All children in the nursery access outdoor play and fresh air daily. They take turns in accessing the outdoor provision in all weathers. All children learn to competently dress themselves by putting on their own coats, shoes or wellingtons to go outside. Children's self-help skills and independence especially with the pre-school age group are well promoted; therefore, they become very independent in their dressing and undressing. The nursery prepares children for the new activities they will encounter in school. Children learn that they need to change their clothes before taking part in Physical Education sessions. Staff help the children prepare for this by purchasing P.E. kits so children can practice getting undressed and dressed, folding up their clothes and then changing back into their play clothes again. As a result, children gain the necessary skills required in readiness for school.

Staff support children's physical skills of walking up and down the stairs inside the nursery, building and using the wooden steps of the climbing down frame. They encourage children to run around outside on the bark covered play area and explore and dig in the undergrowth to look for insects. Staff provide large plastic containers filled with resources for children to help themselves to. These include bats and balls, and large footballs to kick and throw to each other. Children engage in growing activities and create bug hotels, and learn to care for their environment. They learn to take risks by balancing on logs and upturned basins supported by staff who deploy themselves effectively to keep children

safe and to constantly engage children in their learning.

Staff interact well with the children in all activities and promote their communication and language effectively. They engage the children in discussions about what they would like to do. They challenge and extend children's thinking by asking open ended questions to promote problem solving, discovery and discussion. For example, while children are playing with sets of animals the member of staff sitting with them encourages the children to sort, match and count the different animals they find. She asks them where they might live, indicating to the field or on the pond. Staff use lots of positive praise which builds up the children's self-esteem so that they become active learners and play and explore with confidence.

Children enjoy cutting and sticking activities and drawing resources are accessible at all times. They help themselves to strips of paper and various mark making implements to create lists for Christmas and practice their letter formation skills. Staff give children time to finish their creation and do not hurry them along so they enjoy the experiences they take part in. Older children sit in small groups to practice their phonic skills. They confidently recognise the letter of the week and in turn think about words that start with the same letter. Children are engaged and have fun. They relate well to the staffs questioning and support each other as they play. They have established good relationships with each other and their peers and have made lasting friendships which will continue as they move on to school. One child leaving to go home cuddles all the children and staff before she goes, waving and saying 'good bye see you soon'.

The partnership between the staff, parents and carers is strong. Parents feel at ease leaving their child in the nursery and say that the staff are 'fantastic' and 'everyone is always made to feel welcome'. Parents know who their child's key person is and explain how they always keep them fully informed with regard to their child's progress and their daily activities. Parents are invited to contribute their thoughts, ideas and children's interest from home in various ways. This is seen in 'wow moment' stickers, comments in record books and verbally at arrival and collection times. Parents are provided with a wealth of information about healthy eating and how to support their child's learning at home. This ensures that a full and bigger picture of children's learning is obtained and supports consistency in their care and learning, both in the home and in nursery.

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

The good settling in procedures implemented by staff and successful key person arrangements mean children settle easily into the nursery routines. This is because the children form secure emotional attachments with their key person and, therefore, they feel safe and secure. Staff develop children's sense of belonging and self-esteem by creatively displaying numerous pictures completed by the children throughout the nursery rooms. The rooms are very brightly decorated, warm and welcoming. There is plenty of space and freedom to move around, especially in the baby room. This gives the youngest children a secure base to develop their confidence as they explore the numerous interactive toys and natural open-ended resources. The key person system is effectively monitored to ensure

that each child is well supported. Staff deployment is organised so that a constant member of staff is always available for the children and parents to talk to. This provides consistency for both children and parents and builds up a strong partnership to support all children's care. The youngest of the children attending use one large room with a part of the room sectioned off for the babies. The babies can still see the other nursery children as they play and as they get older they experience short visits in to this area so the transition into the next group is seamless. Children are also prepared well for their move into the other nursery rooms and later on to school.

Staff monitor children's behaviour closely so that they quickly identify any children who would benefit from additional help or support. They help children to develop their social skills by making sure that everyone understands the room rules and the consequences of their actions. Children learn to share and take turns at circle time and group activities. Staff work closely with parents to develop shared strategies for managing behaviour so that consistency is maintained. All staff use positive methods with lots of praise and encouragement which boosts children's self-esteem and confidence. Staff talk to children to help them to begin to manage their own feelings and to consider others as they play. This helps create calm, safe and positive learning environments in which children feel safe and emotionally secure.

Children begin to learn to keep themselves safe. Staff remind children not to run in the corridors and to hold onto the low level banister when walking up and down the stairs. Staff explain to children why it is not good to do something that might hurt someone else and if they do the staff ask the children to apologise. Staff reinforce road safety with children when they are leaving the building with their parents, reminding them to hold hands and not to run off. Children also engage in fire evacuation drills. This helps them to understand what to do in the event of an emergency. These practices all enhance children's growing understanding of safety. Children benefit from regular opportunities to play outdoors and thoroughly enjoy this energetic play time in the fresh air. Staff join in with their play, such as ball games, which helps children develop positive attitudes towards healthy lifestyles and exercise. Low-level storage, labelled containers and attractive room layouts encourage children's independence. Children have the opportunity to develop their own independence and self-help skills at mealtimes and at other times throughout the day. Children wash their own hands and faces before eating; they collect their own cutlery and set the table after finding their place mat; and serve themselves their lunchtime meal. When the children have finished their lunchtime meal they place their used utensils on the tray. Children are therefore able to make informed choices about what they eat at mealtimes and enjoy healthy nutritious freshly prepared meals cooked on site. Good hygiene standards are followed throughout the nursery and when children are changed. Staff wear aprons and gloves when changing nappies and thoroughly clean changing mats after use. They use soothing voices constantly talking to the children while they get changed. This helps reassure children and engages them in changing routines.

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

The manager and her staff team have a very good understanding of their responsibility to meet the safeguarding and welfare requirements. The robust recruitment and vetting procedures verify all staffs suitability to work with children. The good induction and subsequent supervision and appraisal meetings ensure that all staff have a clear understanding of their role and responsibilities when working with the children. They effectively implement the nursery policies and procedures and attend additional training to promote their own ongoing professional development. Staff have a secure understanding of how to safeguard children and regularly discuss the procedures they must follow, should a concern arise. This also includes identifying and responding to inappropriate adult behaviour. All relevant documentation is rigorously maintained to ensure the smooth running of the nursery and the safety and welfare of the children. Staff follow the nursery's procedures when recording any accidents and safely administer medicine to children. They regularly monitor the number of accidents recorded by the staff in each room to make sure children continue to be looked after in a safe environment. Full permission from parents is obtained to help keep children healthy and information about children's dietary needs are gathered from parents and stringently followed by all staff. The nursery implements a clear complaint policy and a log is maintained.

Staff are vigilant about children's safety and complete full and detailed risk assessments for all areas used by the children. The management meet the legal requirements regarding notifying Ofsted of a significant event. They ensure that all serious accidents are reported to Ofsted and the Health and Safety Executive, who monitor, check and review accidents that happen in the nursery. Comprehensive records are kept of the safety checks completed daily by room staff. This helps to ensure that all areas are safe and secure so children can play safely. The access to the premises is closely monitored. Doors are activated by a finger print system that is used by parents and staff, therefore no unauthorised person can gain entry to the premises. Staff check all visitors' identification and security procedures are in place to ensure children are collected by authorised adults. All outings are risk assessed and staff ratios are well maintained to help keep children safe. Good use is made of display boards throughout the nursery to display a wealth of information for parents. This includes details about healthy eating, recycling, and information about the Early Years Foundation Stage and how parents can help with their children's learning at home.

Children's progress and the quality of teaching are closely monitored by the manager. She holds regular staff meetings and appraisals are in place to monitor and assess the quality of the staffs work. The manager works in the baby room. She is a good role model and demonstrates good practice with the newest staff members. Consequently, all staff are motivated and enthusiastic in their role. Staff, parents, carers and children, actively contribute to the nursery's self-evaluation with advice and guidance obtained through the review of quality completed by the local authority early years team. The nursery follows its own targeted action plan. The staff regularly evaluate their practice and identify what they want to develop further. For example, it is noted that the outdoor provision and the nursery decor are targeted for improvement. This demonstrates their shared vision for quality and helps foster a culture of continual improvement.

Positive links are established with local businesses, other professionals and the other

settings children attend. This means the nursery actively plans for all children to make the best of their play and learning opportunities with them and within the community. The staff understand the importance of working with other professionals involved in the children's care. They constantly promote the sharing of information with the other settings children attend to ensure a combined approach is sought in assessing children's learning and development.

The Childcare Register

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| 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

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| Unique reference number | EY387035 |
| Local authority | Bolton |
| Inspection number | 935848 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 66 |
| Number of children on roll | 65 |
| Name of provider | Kids Corner Day Care Nursery Ltd |
| Date of previous inspection | 19/01/2010 |
| Telephone number | 01204 861 709 |

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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