

Starfish Children's Day Nursery

19 Boxgrove Lane, GUILDFORD, Surrey, GU1 2TD

Inspection date

19/06/2013

Previous inspection date

09/02/2011

The quality and standards of the early years provision

This inspection:

3

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 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 manager successfully consults with the organisation, staff, parents and children to introduce new initiatives that constantly improve the quality of the provision.
- Staff plan a good range of activities and experiences linked to children's individual interests that capture their enthusiasm for learning.
- Parents are fully involved in their children's learning and development.
- There is a wide range of accessible resources that promote children's exploration and independence.

It is not yet good because

- The provider has had to take action to ensure all staff are suitable to work with children, that children are well supervised at all times and that any child protection concerns about staff practice are immediately reported to the appropriate agencies.
- Staff do not always respond to some incidents of children's behaviour in the pre-school room.
- Children's ability to concentrate during large group story times is disrupted by the noise of routine events.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in a variety of activities.
- The inspector talked with members of staff and a parent and family member.
- The inspector carried out joint observations with the manager.
- The inspector sampled a range of documentation, including staffing records, safeguarding procedures and recruitment procedures.

Inspector

Catherine Greenwood

Full Report

Information about the setting

Starfish Children's Day Nursery registered in 2007 when it became part of the Casterbridge Care and Education Group. The provision operates from a detached building in Merrow, Guildford, in Surrey. Children are grouped into four main rooms with the use of additional areas such as an arts studio, science room and common play area. There are three fully enclosed outdoor play areas. The provision offers full day care and is open each weekday from 7.30am to 6pm, 51 weeks of the year. Children attend a variety of sessions. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 116 children aged from three months to the end of the Early Years Foundation Stage on roll. The provision is in receipt of funding for the provision of free early education to children aged three and four years. The provision supports children learning English as an additional language. A team of 23 staff work with the children. Of these, 21 hold National Vocational Qualifications at level 2 and 3 and above. There are two staff who are working towards an appropriate qualification. The provision employs a cook. The provision receives support from the local authority and has completed their quality assurance scheme.

What the setting needs to do to improve further

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

- improve the organisation of the pre-school group environment so that staff can observe and support children's behaviour at all times while their play
- strengthen children's ability to concentrate during large group story times by reducing noise and making spaces calm and orderly.

Inspection judgements

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

Children make good progress in relation to their developmental starting points. Staff know them well and make good use of observation and assessment to move them on in their learning. Staff make children's 'learning stories' easily accessible for parents to look at and discuss at any time. Consequently parents are actively involved in their children's learning. Staff plan activities that are linked to children's interests and inspire them during their play. For example, children engage in imaginative play as they use mud, water, real kitchen resources and herbs from the garden to create make-believe meals. Staff follow children's lead in conversation and ask open questions that help children to say what they

know and understand. They know when to join children at activities and when to let them play independently and make their own discoveries. Consequently, children are highly motivated in their play and persist with activities they enjoy. For example as together with friends they build constructions, take part in cooking activities and use real baby resources as they play with the dolls.

Staff introduce new ideas that support and promote children's language development. For example, they ask parents for key words in children's home languages, which they display attractively and use during children's play. Children extend their vocabulary during activities related to books and their individual interests, such as trains. They develop control of their movements during weekly yoga sessions run by an external organisation. They listen to the leader and move their bodies as they copy her actions, for example, as they crouch down and pretend to climb up a spider's web. Staff are observant of children who are reluctant to take part and provide individual support and praise that encourages them to join in. Children enjoy lots of opportunity to play outside, where they learn to negotiate space as they use climbing resources and ride wheeled toys. They develop good self-care skills because they are fully involved in routine events, such as laying the tables for lunch and serving their meals. Staff plan large group daily activities that include games where children search for objects to match and learn the sounds of letters of the alphabet. Children show great interest as they look at books independently. Some concentrate extremely well as they look at the pictures, for example about human bodies. However, the timing and organisation of large group story times means that some children find it difficult to concentrate due to having to leave the room to wash their hands before lunch.

Children learn to count in numerical order through a variety of activities, such as singing and during role play. They identify patterns and shape while using paint to create pictures of jelly fish. Staff respond to children's interest in living things, as together they look at and talk about the features of tadpoles and snails. Children are beginning to learn about the importance of protecting the environment. They are encouraged to recycle paper, cardboard and cans in a designated area in the provision. There is a very good range of resources that help children develop their knowledge of how things grow. For example, they use tools for gardening, look at reference books and plant cress seeds. Children use programmes on an interactive white board, which also has access to the internet so they learn to use technology. Staff monitor children's use of this resource, for example, as they set up opportunities for them to extend their understanding of letters and numbers. Staff support younger children with learning how to use the mouse. This helps them to develop skills for future learning. Children have access to a good range of media and materials within their group rooms and a central art area. They develop their senses as they use paint and modeling dough, play with water, mud and sand and create designs from boxes and collage materials. Children use their imagination as they energetically explore the sounds of musical instruments and dress up.

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

Staff join in children's play and provide them with a positive role model, due to the interest they show in listening and responding to their ideas. Children form positive

friendships with others and are generally well behaved. They learn to share the play equipment as staff quickly intervene to help them resolve incidents. However, staff miss some minor incidents of behaviour within the pre-school room. Consequently, children are not always supported in following behavioural expectations within the provision. Children's good health is fully promoted. The chef works with staff and the manager of the provision to create menus that provide children with healthy and nutritious homemade meals and snacks. The chef and staff have a good knowledge of children's individual dietary needs. They use information provided by parents to identify food that children have already tried at home, which prevents the risk of allergic reaction. There is a very good range of accessible resources that promote children's exploration and independence, both indoors and outside. Staff make good use of additional shared play areas, for art, movement and cooking activities. Children have worthwhile opportunities to learn about their own safety. For example, as staff provide them with guidance and support when they are using the grass slopes in the outside play area for ball games. In addition, they encourage children to use a soft toy 'Health and Safety Hero' to spot hazards, which include checks of the garden.

Children develop a positive awareness of diversity as they play with the wide range of resources that reflect positive images of differences in society. For example posters, books, dolls and puzzles. They take part in a variety of activities that promote children's understanding of the world. For example, they make dragons for Chinese New Year and listen to stories about different celebrations, such as Easter. Staff arrange for people from different religious backgrounds to visit the provision and talk to the children. They create displays and individual books with photographs of children and their families, which help children develop a positive sense of identity. Children are fully included in all aspects of the provision due to the observant and supportive approach of staff. They help children to choose activities and return to praise them when they have successfully completed an activity independently. Staff provide children with 'settling in bags' with photographs of the provision, staff and their room. This helps children get to know staff when they first start and move between group rooms. Staff use a wall display with pictures of daily events, to help children who are new to the provision become familiar with the routine. Children are well prepared for starting school because staff arrange exchange visits with teachers to share information about children's individual needs.

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

Staff complete child protection training that gives them a secure knowledge of the procedures to follow if they have a concern about a child. However, the inspection was brought forward following a notification from the provider and a subsequent investigation by Ofsted. This related to child protection allegations made about a member of staff, failure to always take immediate appropriate action once a safeguarding concern is raised and poor supervision of children when they are using the toilet. Following the investigation by Ofsted, five notices of action to improve were issued for the provider to rectify a number of breaches of requirements of the Statutory Framework of the Early Years Foundation Stage. These related to staff's understanding and implementation of the

safeguarding policy and procedures, including procedures for supervising children and protecting them from adults whose suitability has not been checked. The inspection found that the provider took immediate action to ensure staff appropriately safeguard children.

All staff have appropriate checks completed before they start working at the provision. The organisation uses recruitment procedures to ensure that staff are suitable to work with children. The manager and deputy manager review and update risk assessments and discuss action that needs to be taken to reduce potential hazards. The provision has recently installed buzzers in the children's toilet area, which are linked to the group rooms, so that staff can support each other if needed. Staff use risk assessments effectively in practice to maintain children's safety and the provision has recently taken steps to ensure staff always escort children to and from the toilets for their safety.

The manager provides staff with a positive role model, due to her good communication and knowledge of how to promote children's learning and development. She spends time in each group room and works closely with the organisation and staff to set clear objectives regarding practice and training needs. She takes an active role in monitoring activities and children's progress to make sure they have sufficient challenge. Self-evaluation is good. The provision makes many ongoing improvements that enhance the quality of the provision and most outcomes for children. The manager regularly consults with staff, parents and children to introduce new initiatives. For example through the recent introduction of a parents' association and children's committee. All recommendations made at the last inspection have been met. The outdoor play area has been developed, children's learning stories have been made easily accessible and parents have been involved in creating language boards in each group room. This has encouraged children to use their home languages in their play. The provision has clear aims for future improvement in place. Partnership working is good. Staff use communication books with other early years provision that children attend to share information that provides continuity in the children's care and learning.

The Childcare Register

The requirements for the compulsory 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	EY365640
Local authority	Surrey
Inspection number	919144
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	116
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	09/02/2011
Telephone number	01483 877975

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

