

SuperStars Day Nursery

12 Goldshill Road, BIRMINGHAM, West Midlands, B21 9DJ

Inspection date

04/12/2013

Previous inspection date

26/03/2013

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 requires improvement

- Staff promote children's language skills appropriately through constant interaction and they provide challenge for children's learning.
- The management team have a clear understanding of the procedures to be followed if they have concerns about the children being cared for.
- Partnership working with other professionals ensures staff receive guidance to support children's learning and care.
- Key persons support children to form strong relationships resulting in feelings of security.

It is not yet good because

- The quality of teaching across the nursery is variable and this means children make satisfactory, rather than good, progress.
- Monitoring of practice is not sufficiently rigorous with regard to teaching and to review staff's knowledge of child protection issues. Children's views are not sought for the self-evaluation.
- Some parents do not receive sufficient guidance to support children's learning at home.
- Children's independence skills and understanding of healthy eating are not always promoted; and hygiene practices do not protect children enough against infection.

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 held discussions with the provider and the nursery manager.
- The inspector spoke with staff and children.
- The inspector took account of the views of parents on the day and from written feedback in questionnaires.
- The inspector conducted a joint observation with the manager.
- The inspector reviewed documents including children's records and policies.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

Superstars Day Nursery opened in 2012 and is privately owned. It is situated in purpose-built premises in the Handsworth area of Birmingham. The nursery serves the immediate locality and surrounding areas. It operates from five rooms and is accessible to all children. The nursery opens five days a week from 7am to 7pm all year round, except for bank holidays. Children attend for a variety of sessions. Children have access to an enclosed outside play area.

There are currently 67 children attending who are in the early years age range. The nursery receives funding for the provision of free 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.

There are currently 12 staff working directly with the children, all of whom hold an appropriate early years qualification at level 2 and above. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery offers a service for children before and after school.

What the setting needs to do to improve further

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

- improve the delivery of the educational programme and the quality of teaching, to ensure high quality learning experiences for all children so that they make good progress in their development
- ensure hygiene procedures are rigorously implemented at all times to prevent the spread of infection
- improve the two-way flow of information with parents to ensure they are always informed about the care children receive, and involve parents in their children's learning by encouraging them to share their views and to enhance children's learning at home.

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

- use routine activities, such as meal and snack times to help children learn about the benefits of healthy eating and learning and care routines, to further develop children's independence skills
- develop rigorous and effective systems to evaluate and monitor practice in the nursery and staff's knowledge of child protection procedures, and extend self-evaluation to take account of the views of children to set clear targets for improvement.

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

Staff deliver a suitable range of activities across all areas of learning to promote children's development. They constantly talk with children throughout activities and this promotes their language skills appropriately. Staff support children's learning as they join in with activities, such as sand play, while encouraging children to fill and empty containers. Adequate levels of challenge are included as children aged two years are encouraged to use scissors to cut paper. Staff give support primarily by modelling how to hold scissors and then allow time for children to use these on their own. They praise children for trying and this raises their self-esteem appropriately. Consequently, the prime areas of learning are promoted positively through activities. Staff read to all children, including those in pre-school who choose favourite books and listen to stories. However, staff do not use sufficient open-ended questions to stimulate children's thinking. Furthermore, they do not always follow what children enjoy, to extend their learning. For example, children's delight

in using glitter is not followed through imaginatively to build on what they know. This means that some aspects of learning are less planned for and, as a result, children do not always have interesting experiences. Staff understand how to develop children's confidence, for instance during outside play. They clearly explain to children how to use pedals on bikes and promote their awareness of riding in a straight line. Throughout the nursery, staff sing lots of nursery rhymes with children and allow time for children to develop the characteristics of effective learning by exploring resources placed within their reach.

Staff gather information from parents about children's development and this ensures they can plan during the initial phase in the nursery. As children move to new rooms staff share what children can do to identify where planning must be focussed to maintain their development. Staff assess children's progress through a range of observations and prepare reports to share at parents' evening. On a daily basis staff feed back to parents what children do and learn. However, some parents are not routinely invited to share information about activities they do at home with their child. Furthermore, some parents do not receive detailed information about children's experiences when key persons are not in the nursery. Consequently, the continuity in children's learning is, at times, not promoted to best effect. The progress check and subsequent summary report for children aged two, is shared with parents to note children's achievement and identify any area where extra support may be required.

Staff obtain key words from parents to help them communicate with children who speak English as an additional language. As a result, children's understanding of English is developing more rapidly than their ability to speak, although this is growing steadily. This achievement contributes positively to their skills for the future. Children with special educational needs and/or disabilities have only recently started in the nursery. At this stage, the relationships previously established with external agencies are being explored to support these children. Children in all rooms have access to resources that are within their reach. These are age-appropriate to support children's development and to adequately prepare them for the next stage in their learning. For example, pre-school children learn shapes, colours and count confidently on their own. The environment has many examples of colour and numbers to support these areas of learning. Children in the pre-school room are encouraged to recall stories as they listen and develop their concentration skills.

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

Children enjoy their time in the nursery where they form strong relationships with key persons. The settling-in phase is a time when staff learn about children's needs and discuss individual routines with parents. As they follow the guidance from parents staff note how these help children to adapt to the nursery routines. Therefore, the move from home to nursery is managed appropriately to help children make a stress-free changeover. Children are competently prepared for transition within the nursery through the arrangements that include key persons. They go into the rooms with children during this period and often remain with them until they are fully at ease. As children arrive at the nursery staff greet children warmly, ensuring that they feel welcomed. Children willingly

separate from parents to go to their key persons, demonstrating that they feel at home in the nursery. As staff sit with children on their laps a supportive environment is created in which children feel secure. As staff remind them to share, children respond positively and play well with others. Therefore, children learn to develop respect for peers and they are well behaved. Children grow in confidence and feel sufficiently secure to approach staff to initiate conversations and to request help.

Vegetarian meals are served daily and snacks are mainly fresh fruit and light, balanced meals. Staff ensure that meals are at an appropriate temperature and children's dietary preferences are addressed competently. However, staff do not always use opportunities when meals are served, to help children to learn about the benefits of healthy eating. During routine activities, such as preparation for outdoor play, staff allow time for children to put on their own coats independently. However, staff do not always use routine activities, for instance, snack time to promote children's self-help skills. Staff implement hygiene practices appropriately, for instance, by cleaning tables before meals are served. They give clear instructions so that children learn how to wash their hands. However, they do not routinely wash their hands after wiping children's runny noses. Consequently, the procedures to promote all aspects of children's good health and to prevent the spread of infection are not sufficiently rigorous. Children learn about healthy lifestyles as vigorous play indoors and outside is balanced with restful activities and opportunities for sleep. During play activities children learn to take risks by climbing on equipment and they feel at ease as they choose from available resources.

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

This inspection was prioritised following concerns about safeguarding issues in the nursery. This inspection found that satisfactory safeguarding procedures are in place. The management team and staff are informed about procedures to be followed if there are concerns about children in their care. The safeguarding policy is updated and most staff have completed safeguarding training. Safeguarding matters are discussed at monthly team meetings to ensure staff remain informed about procedures. Although staff know where to find the information relating to procedures, some are not sufficiently secure in their knowledge about some aspects of child protection procedures. Records required for the smooth running of the nursery are available, including accident records which are signed by parents. The records of attendance show that staff to child ratios are maintained consistently and contingency arrangements are in place to cover staff absences. Safer recruitment procedures ensure that all staff hold appropriate childcare qualifications for their role to work with children. The induction programme includes students who are not counted in the staff numbers and cannot work unsupervised with children. The management team ensure there are sufficient staff who are adequately deployed to work with, and supervise children. Risk assessments identify potential hazards, for example, broken equipment including cots must not be used in the care of children. The safety of children is promoted as persons who drive them to school hold valid motor insurance.

The partnership with parents is generally good as they receive information about activities

and the provision in the nursery. Parents are positive about their child's happiness in the nursery and some children are making steady progress in their language skills. However, staff do not consistently work with parents to promote all aspects of children's learning. Furthermore, the two-way flow of information with parents is not always effective. This means that, at times, information is not passed on to ensure parents are fully informed about how their child's needs are met on a particular day. There is an established working relationship with external professionals. Children who attend other settings have recently started in the nursery. The management team are aware of the importance of sharing information to support children's individual progress.

The management team hold supervision sessions with staff to discuss their roles and where improvement can be made. All staff who prepare snacks have completed food hygiene training and first aid qualifications are refreshed as required. Although the management team monitor planning, assessment and practice in the nursery this is not rigorous enough. As a result, some aspects of care and learning are not addressed fully. A high number of staff with graduate status work directly with children. However, the quality of teaching does not always deliver interesting learning experiences for the children. Monthly team meetings contribute to the self-evaluation of the nursery when practice and care issues are discussed. However, the management team does not take account of the views of children to reflect on how their needs can be best met. The training staff have undertaken relating to the preparation of food contributes positively to the care of the children.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY440699
Local authority	Birmingham
Inspection number	946028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	67
Name of provider	Farah Chaudry
Date of previous inspection	26/03/2013
Telephone number	0121 5070570

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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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