

Stars Day Nursery

52 Lynwood Drive, Worcester Park, Surrey, KT4 7AB

Inspection date	10/03/2014
Previous inspection date	27/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's learning is fully extended due to the positive involvement of staff in their play.
- Staff communicate and consult well with parents to meet children's individual needs.
- Children are provided with a very well-resourced outdoor play area that provides them with challenge and inspires them to learn.
- The good communication established between the owner, manager, staff and parents enables the provision to make on-going changes that improves outcomes for children.

It is not yet outstanding because

- Staff do not often take babies on outings in the local community to broaden their experiences of the world around them.
- Staff do not always make a wide range of media easily accessible in the toddler room for children to explore independently and make their own designs.

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 activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision in the garden.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Stars Day Nursery is a privately owned provision that registered in 2003. It operates from a detached house in a residential road in Worcester Park, Surrey. The provider also has one other nursery in Kingston, Surrey. The premises include four nursery rooms, kitchen and staff areas, and an enclosed rear garden for outdoor play. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children attend a variety of sessions. There are currently 57 children on roll. The setting is in receipt of funding for the provision for free early education to children aged three and four years. The nursery employs 11 staff, of which nine staff, including the manager, hold an appropriate early years qualification. The provision also employs a qualified cook. The manager holds an Early Years Professional Status qualification.

What the setting needs to do to improve further

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

- increase outings for babies in the local the community to broaden their experiences of the world around them
- provide a wider range of accessible media in the toddler room for children to explore independently and make their own designs.

Inspection judgements

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

Children make good developmental progress in relation to their starting points. Staff have a good knowledge of learning and development guidance and children's individual needs. They know children well and use observation and assessment effectively in practice to move them on in their learning. Staff support and guide children as they choose activities and stimulate their interest through shared attention. For example, when children want to roll balls down constructions made from old car tyres and drain pipes, they join in their play and follow their lead. Staff plan a good range of activities that motivate children, provide them with challenge and successfully help them develop the skills they need for their future and starting school. This is particularly evident in the pre-school group, where children show good self-confidence as they talk openly with staff during activities. For example, when learning about their bodies as part of a healthy eating project. Staff make good use of the outdoor area, which includes a wide range of resources and activities that compliment and extend children's learning outdoors. They initiate games such as 'What's the time Mr Wolf?', organise pretend picnics in the playhouse, read stories outdoors, encourage children to write their names on chalk boards and provide opportunities for

them to skip, jump and throw and catch balls. Staff also plan activities related to children's individual interests at home. For example, when parents tell staff that children are interested in butterflies, they order nets and chrysalis so children can watch and learn about the hatching process. Babies love exploring paint using all parts of their bodies on large pieces of paper on the floor.

Staff talk aloud to help children think and control what they do. Consequently, babies understand and are beginning to repeat and use single words and toddlers and older children develop good communication skills. Children show confidence as they talk and enter into conversation with adults and their friends. This is particularly evident when children play outside and talk to each other about their intentions in a lively and animated way. Children look at pictures in books and listen to stories with increasing attention. Staff encourage them to take part in singing activities by using actions related to the rhymes. Consequently, some children are beginning to hear and learn new words. Children show good co-ordination as staff encourage babies to develop their physical skills by pulling themselves up on resources in the play area.

Older children can read and write their names with letters correctly formed and some have started to write letters in other words. Staff promote children's pre-reading skills well, through activities that encourage them to segment and blend words. For example, when making pictures of animals. Staff show interest in what children say and do and ask questions that challenge children's thinking. They get down to children's level and lead the activities with confidence, which successfully gains children's involvement. For example, when using bean bags in the garden to help children learn the sounds of letters of the alphabet. Children look at books independently and some can recall and talk about elements of stories. They learn about the features of living things as they use magnifying glasses to search for worms, spiders, slugs and snails in the garden. Children have access to a computer and tablets in the pre-school room and show confidence as they operate simple programmes.

Staff take babies into the garden twice a day and sometimes to a local park. However, outings into the community are infrequent which reduces the opportunities for them to experience the world around them. Children frequently enter into imaginative play, for example, as they dress up and pretend to be dentists and nurses and take resources, such as old keyboards, into the outdoor playhouse. Children in most group rooms are provided with a good range of media that promotes their design making skills. This is particularly evident where children have access to an 'art trolley'. Staff provide babies with flour, sand, water, paint, cornflour, and shaving foam which they explore with enthusiasm. Children in the toddler room are provided with some media, although it is not well organised to promote children's independent design making skills.

Staff actively communicate with parents to involve them in children's learning in the provision. They talk with parents on a daily basis and invite them to contribute their observations of children's progress at home. Staff in the baby room and toddler room contribute information to children's progress summaries when children are aged two to three years. This helps to provide a more comprehensive assessment of children's strengths and any weaknesses in their development. The provision has recently introduced meetings for parents that include information about how staff promote all areas of

children's learning in various ways. Parents are sent regular newsletters and are asked to provide ideas for activities. Consequently, they are fully involved in their children's learning.

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

Children are well behaved, co-operative and are happy to be in the provision. They form good friendships with others and are confident to have a go and attempt new things. They show independence as they frequently decide how they are going to use the activities and resources. Staff create books with photographs of babies families and make them easily accessible, which promotes their growing sense of identity. All children form close attachments with staff. This can be seen as babies easily go off to sleep because they feel safe and secure. Children's good health is well promoted. All food is homemade and children eat well. The cook monitors what children like to eat and adapts the four weekly menus to ensure they receive a well-balanced and nutritious diet. Parents are asked via e-mail and during meetings for ideas for menus which are adapted accordingly. Teatime meals are substantial and include jacket potatoes and cheese, tuna wraps and homemade carrot soup. Staff monitor what children eat and make sure that parents are informed if they don't eat well. They provide good opportunities for children to learn about healthy eating through a variety of activities. For example, children go on outings to the greengrocer to buy fresh fruit which they cut up, examine and talk about with staff. They enter into discussions about their bones and look at x-rays.

Children are provided with a good range of indoor and outdoor resources that promote their interest in learning. For example, they enjoy hiding under pieces of lacy material, looking at books and using accessible role play resources that include real utensils and pots and pans. Staff extend children's interest by providing dried rice for children to fill and empty these resources and pretend to cook. The outdoor play area is an exciting and well-resourced environment that provides children with challenge. Staff get down to children's level and promote children's learning, for example, as they join them at a water tray filled with bubbles and introduce related songs children know that encourages them to express themselves. There is a good range of climbing equipment that is suitable for children of all ages and abilities which promotes their physical abilities. Children show excitement and skill with negotiating space as they crawl through and over a large plastic caterpillar. The good range of resources inspires children to play together co-operatively as they share ideas and play in an animated way. Children are beginning to develop a positive awareness of differences in society. Staff plan a range of activities that promote this learning. For example, children make pancakes for Pancake Day, create pictures of clover for St Patrick's Day and play with traditional Chinese dolls brought in by parents. Some parents come to the nursery and talk to older children about their Australian heritage and share information about the county and animals. This includes discussion about the importance of staying safe by being aware of your surroundings.

Children move smoothly between different group rooms as they progress through the nursery. Staff are pro-active in sharing information about children's progress with parents, managers and new keypersons before they move into a new room. Consequently,

children's individual needs are well known and met. They do not have to be toilet trained, before they move into an older age group. The manager of the provision liaises with local schools before children start and welcomes teachers into the provision to share information about children's individual needs.

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

There are robust recruitment procedures in place. All staff have appropriate checks completed and new staff undergo comprehensive induction procedures. The manager expects staff to inform her of any changes that may affect their suitability to care for children. The premises are safe and secure. Staff only let people they know into the premises using an intercom on the front door. They supervise children well at all times, both indoors and outdoors, and work together well as a team to maintain adult to child ratios. Staff complete risk assessments and take action to reduce hazards and maintain children's safety in the premises and on outings. They teach older children to use the stairs to the first floor playrooms safely and make sure the safety gates are kept shut. Staff complete child protection training that enables them to identify concerns and know what action to take to safeguard children's welfare. The manager regularly reviews staffs understanding of child protection policies and procedures to ensure they are effectively implemented in everyday practice. For example, a qualified safeguarding trainer gives staff scenarios to discuss, which increases their knowledge of identifying signs and symptoms of abuse.

Leadership and management is strong. The owner of the provision and the day to day manager have clearly defined roles and responsibilities that focus on the inclusion of staff and parents in decision making and any changes to practice. They fully understand and meet the requirements of the Early Years Foundation Stage and respond to any concerns raised by parents in a timely and thorough way. The manager keeps up to date with the Early Years Foundation Stage by attending training and uses her knowledge to present information sessions to all staff during team meetings. As a result, assessments records have been amended, which has enabled children's progress over time to be better identified and any gaps in their learning reduced. Activities are closely monitored to ensure that they have sufficient depth, breadth and challenge. The manager and owner of the provision also closely monitor staff interaction with the children to ensure good practice. The manager works alongside staff, which allows her to support and coach staff and oversee children's activities. All staff receive an annual appraisal. An effective and well-established programme of professional development helps staff to improve their knowledge, understanding and practice. The manager ensures that staff changes do not affect continuity for the children because there is always a long term member of staff retained in each group room who knows the children well.

Recommendations made at the last inspection have been met. Staff display the next steps for children's individual learning in their group room, which enables all staff to use this information to move them on in their learning. Effective self-evaluation enables the provision to make on-going improvements that include contributions from staff, children

and parents. The owner of the provision and the manager work closely with staff and parents to drive improvement. Since the last inspection, the provision have employed outside agencies to enhance the range activities for children. For example, art, music and movement and dance for the older children, Spanish, multi-sports and baby ballet teachers. Parents have indicated that their children enjoy these activities. The provision have given top priority to successfully improving communication with parents and have introduced lots of new initiatives that work well in practice. For example, they have consulted on a more regular basis about planned changes within the provision, acted on parent's comments and introduced a daily handover book to promote continuity in feedback about their children's day. Partnerships with parents are well established. Staff adopt an 'open door' policy and welcome parent's comments about the provision and the care and education of their children. They quickly address any concerns raised by parents and do their best to try and resolve them through meetings and reviewing their own practice. Parent's comments during the inspection show they are happy with the provision.

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	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	EY260484
Local authority	Sutton
Inspection number	953926
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	57
Name of provider	Stars Childcare Group Limited
Date of previous inspection	27/05/2009
Telephone number	020 8330 1979

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

