

Starjumps Limited

Suite 6 Batley Business Park, Technology Drive, Batley, West Yorkshire, WF17 6ER

Inspection date	23/04/2014
Previous inspection date	05/07/2010

The quality and standards of the early years provision	This inspection:	2
	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		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 acquiring the necessary skills to be ready for school because the quality of teaching is generally strong and practitioners provide a good range of adult-led and child-initiated play based activities that cover the seven areas of learning.
- Effective partnerships with parents and other professionals means there is a strong contribution to meeting the needs of all children.
- Practitioners sensitively settle children into the nursery and build positive relationships with them. Consequently, children are happy, confident and secure.
- Children's personal, social and emotional development is promoted very well by practitioners because children have regular opportunities to talk about their feelings and develop their self-confidence as they speak in groups.
- Arrangements for safeguarding children are robust and secure systems are in place to ensure the suitability of all practitioners who work in the nursery.

It is not yet outstanding because

- Outdoors there are fewer opportunities for older children to make predictions and test their own ideas to challenge their thinking further.

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 observed activities in the two playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager and deputy manager.
- The inspector spoke with the manager, deputy manager, children and practitioners at appropriate times throughout the inspection.
The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation documents.
- The inspector spoke with parents to gain their views on the quality of the nursery.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Starjumps Limited was registered in 2009 on the Early Years Register. It is situated in a purpose built premise on Batley Business Park in West Yorkshire and is managed by Starjumps Limited. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, two are unqualified, including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- review activities and resources outdoors to make sure they provide opportunities for older children to make predictions and test their own ideas to promote their critical thinking skills further

Inspection judgements

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

Children are engaged and motivated to learn because practitioners stimulate their interest through shared attention and make learning fun. Practitioners support older children's excursions into imaginary worlds as they encourage them to make their 'fire engine' from building blocks. Open questions allow children to find ways to solve their make-believe problems as they tell practitioners that their fire engine is 'stuck in the mud'. Practitioners offer advice, on occasion, to stimulate their interest as they ask, 'do you think we should get the telephones and our helmets just in case we have an emergency'. Practitioners introduce a story line as they call out, 'can you help, there's a fire in the kitchen', allowing children to imitate what they have observed based on their own first hand experiences. Throughout the nursery, practitioners model positive communication with children, to promote their early language development. Practitioners play alongside babies in the water tray, frequently saying words which describe their actions, such as 'splash'. Babies attempt to copy the names of toys, such as car and train, as practitioners pass them the objects to place in the water tray. Practitioners listen attentively to older children's conversation and give them time to think and respond to any questions and instructions. For instance, during table top activities older children talk about what they have done on their holiday. They recall some of the animals they have visited and how they collected flowers with their parents, demonstrating their understanding of the world. Children use language to represent time as they say, 'yesterday it was raining'.

Children play purposefully in the nursery and there is a gentle buzz of activity in all rooms. Practitioners ensure that all areas of learning are covered and children take part in a good range of adult-led and child-initiated play based activities. Consequently, children are developing the skills to support their future learning, for example, when they move onto school. The quality of teaching is consistently good and some, on occasion, in the pre-school room is outstanding. Older children's knowledge of mathematics is re-enforced through high quality, planned activities. Children demonstrate their ability to listen to others and follow instructions as they are asked to raise their hands to answer questions. Children compare everyday objects to pictures of shapes and recognise a piece of bread as a square and a box of tissues as a rectangle. Practitioners promote children's counting skills as they encourage them to count the number of sides to the shapes. Language to describe size is also introduced by practitioners as they talk about long and short sides. Older children are inspired to make marks and practice their writing skills as they add their name to their pictures forming recognisable letters. Babies enjoy singing nursery rhymes and moving their bodies to music as they shake their instruments to the sounds they hear. Older children develop their confidence with using technology, such as the computer. They move the mouse with good control as they manoeuvre through various games.

Each child's development and progress through the Early Years Foundation Stage is tracked and assessed regularly to ensure that they make good progress in their learning. Parents are actively encouraged to contribute to their child's initial assessment on entry and practitioners use this information together with their own observations to ascertain each child's starting points. Learning journal development folders are used to record and monitor children's ongoing progress. Written observations, often supported with examples of children's work and photographs, are used to inform future planning. Regular verbal feedback is offered to parents, together with opportunities to discuss their child's development in more detail through parents' evenings. Also, written progress summaries are presented to parents every three months to identify their child's current learning and development. In addition, the progress check at age two is also shared with parents and their contributions are welcomed and added to children's development records at any time. Consequently, this shared approach successfully contributes to the good progress children make.

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

Positive relationships and secure emotional attachments are established between children and their key person. This is because children are introduced sensitively and gradually to the nursery through initial visits and flexible settling-in sessions. Consequently, children are supported well in their move between home and the nursery and quickly become familiar with their new environment and routines. Practitioners encourage parents to share information about their child, both verbally and through the completion of an 'All about me' document. Therefore, practitioners get to know children and their individual needs very well. As a result, children are happy, settled and show confidence in the care of practitioners as they leave their parents with ease. Children's personal, social and emotional development is addressed very well by practitioners. This is because they

provide regular opportunities for children to talk in small groups about how they and others show feelings and why. Children also learn about behaviour and its consequences. They complete sentences from stories about being kind to their friends and they know and understand the importance of saying please and thank you when they ask for something. Consequently, children's behaviour is very good because practitioners are good role models, who teach children the rules for being together and working as a group.

Children throughout the nursery sleep and rest according to their individual needs and parental wishes. Sleeping babies are regularly checked in the designated sleep area to ensure they are safe and well. Practitioners encourage children's independence in self-care routines to promote their early understanding of good health. For example, older children know they have to clean their hands before food and after going to the toilet to wash away the 'germs'. All food is freshly prepared each day in the nursery and the cook ensures that children enjoy healthy, nutritionally balanced meals. Children's cultural and dietary requirements, such as allergies, are catered for and where necessary, alternative, but similar meals are prepared. Practitioners teach children about the need for variety in food as children compare the positive and negative impact different food can have on their body. For instance, children learn that if they eat lots of food which contains sugar, this could be bad for their teeth. Mealtimes are sociable occasions and babies and older children are encouraged to be independent in their everyday tasks. For example, at lunchtime older children walk to the 'food table' and serve their own food. They decide if they would like to eat from a bowl or a plate, use a knife and fork or spoon and where they would like to sit. In addition, older children help themselves to more food if they still feel hungry. This demonstrates how they are beginning to recognise their own personal needs and take independent action to meet them.

All rooms have a broad range of resources which are accessible to all children because they are stored safely and at age-appropriate heights. This enables children to play with their friends, use their imagination and be independent in their play. Practitioners place as much emphasis on the outdoor learning environment as inside and all children have access to daily fresh air. Older children show an understanding of the need for safety and taking sensible risks as they manoeuvre their bikes around their friends. Also, as they take part in obstacle courses where they climb in, on and over resources to develop their small and large muscle skills. Open-ended play materials are used in different ways outdoors to promote children's learning. For example, practitioners ask children to name the shape of a toy hoop to continue their earlier mathematics learning indoors. However, outside there are fewer opportunities for older children to take part in activities that encourage them to make predictions and test their ideas to promote their critical thinking skills further. Practitioners provide good support to prepare children for their move both within the nursery and to school. For example, babies moving into the pre-school room have visits with their key person until they feel emotionally secure for their move. Older children go on visits to their new school to meet their teacher. This helps children to know what to expect and prepares them emotionally for their next stage in learning, which is usually starting school.

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

Safeguarding children is given high priority at the nursery. This is because the management team and practitioners have a good understanding of the requirements to keep children safe and well. They have secure safeguarding policies and procedures in place, which are in line with the guidance from their Local Safeguarding Children's Board. In addition, they include an explanation of the action to be taken in the event of an allegation being made against a practitioner. Furthermore, they cover the use of mobile telephones and cameras in the nursery to protect children from their misuse. Practitioners' understanding of how to identify and report any possible signs of abuse and neglect is also regularly tested through small quizzes at staff meetings. Moreover, safeguarding displays located in the staff room provide visual daily reminders of how to protect children from harm. Security is efficiently implemented and visitors are requested to show identification on arrival and sign in and out of the building. Daily risk assessments are conducted before children arrive to make sure the environment, equipment and premises are safe for them to use. Robust recruitment procedures are in place to ensure all practitioners have the appropriate skills and knowledge to fulfill the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed to help guarantee their suitability to work with children.

Sound monitoring systems ensure that children have access to a broad range of experiences that help them make good progress towards the early learning goals. Practitioners are knowledgeable and experienced and monitor children's individual performance and progress well. Consequently, assessment records display an accurate understanding of their skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention to help make sure they reach their expected levels of development. The management team supports practitioners practice through regular supervisions and appraisals. Practitioners are also encouraged to attend regular training courses to promote the interests of all children. In addition, the management team attends local authority meetings to ensure their knowledge is up to date and disseminated to practitioners. Regular observations are undertaken to evaluate the quality of practitioners teaching. Therefore, practitioners are constantly improving their, already very good, quality of teaching and practice to benefit children.

The nursery benefits from a dedicated management team and practitioners who constantly reflect on the quality of their nursery. Furthermore, annual quality improvement reviews conducted by the local authority helps to devise and implement effective action plans to drive improvement forward. Parent's views are also valued and these are sought through the use of questionnaires and verbal feedback. Good positive relationships have been established with parents and they speak highly of how practitioners share information with them to support their child's development. In addition, partnerships with other external agencies, such as inclusion officers and speech and language therapists make a strong contribution to meeting children's individual needs. This promotes consistency of care for children and helps to make sure that no child is disadvantaged.

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	EY399384
Local authority	Kirklees
Inspection number	874080
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	62
Name of provider	Starjumps Limited
Date of previous inspection	05/07/2010
Telephone number	01924 609982

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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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Piccadilly Gate
Store St
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