

# 5 Star Day Nursery Limited

382 Hamstead Road, Great Barr, Birmingham, West Midlands, B43 5EH

<b>Inspection date</b>	14/04/2014
Previous inspection date	02/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- The leader in charge of the pre-school has a secure understanding of how to support children's learning and provide an interesting range of experiences, which are enjoyed by the children.
- Staff place a clear focus on using the assigned key person system to help settle new children, engage with parents and carers and to support children, including those with special educational needs and/or disabilities and those who speak English as an additional language.
- Positive relationships between staff and children result in children who are confident in talking about their feelings and sharing their ideas and thoughts.

### It is not yet good because

- The use and range of available resources and space does not consistently provide all children with challenging and enjoyable learning experiences.
- Nappy changing facilities and routines, particularly on the ground floor, do not fully allow staff to support all aspects of children's emotional and physical well-being.
- The leadership team do not consistently monitor effectively the quality of practice throughout the nursery and self-evaluation does not identify all areas for improvement.

## 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 activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the registered person, the manager and acting deputy of the nursery and carried out a joint observation with the manager.  
The inspector looked at children's assessment records, planning documentation,  
evidence of suitability of staff working within the nursery, the provider's self-evaluation documents and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and took account of views expressed in feedback surveys.

## Inspector

Parm Sansoyer

## **Full report**

### **Information about the setting**

5 Star Day Nursery Limited registered in 2011 and is run by a privately owned limited company. It operates from a large semi-detached house in Great Barr, Birmingham, West Midlands. The children share access to a secure outdoor play area. The nursery serves the local and surrounding areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare register. The nursery opens from 7.30am until 6.30pm, Monday to Friday for 50 weeks of the year. The nursery also provides a before- and after-school service and a holiday play scheme during the school holidays. Children attend for a variety of sessions. There are currently 79 children attending who are within the early years age group. There are 15 children on roll at the before- and after-school service, and holiday club, of whom all are aged from five to eight years. The nursery provides funded early education for two- three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 15 staff employed. Of these, two hold a relevant qualification at level 6, there are 12 staff holding a qualification at level 3 and one holds a qualification at level 2.

### **What the setting needs to do to improve further**

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

- ensure indoor space requirements are met and that staff use the available space more effectively, to provide consistently good play and learning experiences for children
- ensure that all children benefit from a challenging and enjoyable learning experience by improving the range and use and accessibility of available resources
- ensure that children experience consistently good teaching by implementing robust arrangements to identify where practice is weak and to support, coach and train staff to improve their personal effectiveness in providing challenging and interesting experiences for children.

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

- review the arrangements for nappy changing so that staff are able to fully support children's emotional and physical well-being
- build further on systems to identify the strengths and weaknesses of the provision by seeking the views of staff, parents and children and use the information gained to put in place action plans that are well targeted to bring about ongoing improvements in the quality of the provision.

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

Children, parents and carers are warmly welcomed on arrival and staff make the time to speak to them about their children and offer guidance, support and reassurance as necessary. Parents report that they highly value the effective two-way flow of information and the genuine interest staff take in their children. For example, on entry to the nursery parents and carers are consulted about their children's needs and achievements. This information is used well by staff to help children settle and plan for their interests. Parents and carers are encouraged to be involved in their children's learning. For example, staff provide detailed summary reports every three months about the children's learning and offer parents and carers ideas on how they can further support their learning at home. Children with special educational needs and/or disabilities are supported well. Staff use their individual targets, set by other professionals involved with the children well and incorporate them into the daily activities. Children with English as an additional language are equally well supported by bilingual staff. For example, they communicate with children

in their first language, contribute to the children's assessments and when necessary attend the parents' evenings. Staff use ongoing observation and assessment well to track children's progress and provide a range of activities to support learning. However, some of the activities and experiences provided a lack of challenge because not all staff are sufficiently knowledgeable to tailor activities to the children's individual stages of development. In general, children acquire the basic skills they need for their next stage of learning.

Children are cared for in groups according to their age. However, staff do not always use the available space effectively and on occasions some of the smaller rooms, such as the quiet room become overcrowded. Consequently, this impacts on the quality of the play experiences available to children. In addition, there is not always a broad enough range of play experiences made available for children to use at their own leisure. For example, the more able children in the under two years area do not have free access to resources, such as paint, messy play, sand and water to increase enjoyment, challenge and choice.

Children enjoy being outdoors. They are active and enjoy using the small physical play equipment and wheeled toys. However, the top half of the garden is being renovated and is therefore not in use. Consequently, the amount and range of resources available to children are significantly reduced. Staff caring for children over two years, mostly engage children well in discussion and introduce new ideas and concepts to make them think. For example, the pre-school children are encouraged to recall stories, think about the plot and characters. Circle time is used well for children to engage in discussion and listen to one another. For example, 'Show and tell', is popular with the children and they are keen to show their peers and staff what they have brought to nursery. Children aged two to three years also benefit from circle time and enjoy singing songs, listening to stories and identifying the colours, numbers and shapes on flash cards. During adult-led activities when there is a clear focus, staff questioning promotes children's learning. However, during times when children are free to choose for themselves what to do, staff interventions sometimes lack challenge because the quality of teaching is variable. Staff practice for those caring for children under two years is also variable. For example, whilst some staff repeat words, use varying tones of voice and encourage children and babies to talk and respond, others are not as skilled in engaging children. Pre-school children have a varied range of practical experiences to question why things happen and learn about the wider world. For example, children experiment with magnets and consider velocity. Children learn to care for the nursery pets, such as the fish, snail and hamster and learn about a variety of cultures and beliefs. For example, they learn about historical events and enjoy visits from Asian bhangra dancers. Children also benefit from regular trips, outings and leisure activities.

Pre-school children use a range of games and activities, which encourage them to problem solve, count, calculate and recognise numbers. For example, staff use shapes and objects for children to explore addition and subtraction, and use mathematical language, such as more and less. Children use balancing scales and begin to use words, such as, heavy, light and understand the concept of what to do to balance the scales. Staff provide a variety of opportunities for early literacy. For example, children begin to recognise their names as they use their name cards throughout the day and the more able children are beginning to link letters and sounds. Staff caring for children over two years provide a messy playroom

to offer planned opportunities for children to express their creativity and imagination. However, staff do not routinely make best use of this space and resources to make a wider choice freely available, to offer a broader range of experiences for children to choose from, to increase choice and enjoyment. In addition, staff do not use these resources effectively enough to further challenge children in other areas of learning.

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

Children are confident in this familiar environment and show a strong sense of belonging. Those who are new are supported well to settle and the strong assigned key person system is effective in helping meet their individual care needs. For example, staff caring for babies follow their individual routines, which are discussed with parents and carers when they first start and during their time at the nursery. The positive relationships fostered with children result in their happiness and older children easily approach staff to engage them in their play. Overall, the children's personal, social and emotional development is generally supported appropriately. However, the weakness in the range and use of available resources and the use of space means planned goals in learning are not met consistently enough. Supporting transition when children are ready to move to another room is carefully managed with the needs of the children in mind. Staff tailor and arrange the visits according to the needs of the children and accompany them to help them settle. There are secure systems in place to share information about the children's care, education and any additional needs with the schools that the children attend. For example, for those children attending the before- and after-school club, and when the nursery children move on to school.

Children's behaviour is well managed and they respond well to gentle reminders, such as sharing toys and following rules for their safety. For example, older children use the sand timer and understand its use, to help them take turns and share. Children confidently move around the environment and staff take positive steps to ensure hazards in the environment are kept to a minimum. The required ratios are maintained at all times and staff supervise the children well. They are in hearing or sight of children to secure their safety at all times. There are effective hygiene practices in place to prevent the spread of infection. For example, staff wear protective clothing when they change the children's nappies and when serving food. The nappy changing facilities and toilets are suitable and are kept clean and hygienic. However, the nappy changing facility on the ground floor, is restricted in space and does not allow all staff to easily and comfortably change children's nappies. Consequently, this does not allow all staff the opportunity to make the most of their time in supporting children's emotional and physical well-being.

First aid requirements are met which means there is at least one member of staff who holds a current paediatric first aid certificate on the premises and on outings. Staff place a clear focus on teaching children about staying safe and healthy. Children learn about crossing the road safely and keeping themselves safe in nursery and at home. Children show an understanding of healthy eating and learn about the importance of good oral hygiene. For example, children have predicted what will happen to a boiled egg placed in a soft drink overnight and how best to remove the staining. Children benefit from being outdoors in the fresh air and are provided with nutritious and balanced meals and snacks

throughout the day. This contributes to their good health. Fresh drinking water is made available on the ground floor and staff regularly remind children to take a drink; water is also provided with each meal and all snacks. Staff caring for children under two years offer children a drink from their beakers or bottles at regular intervals, to keep them hydrated throughout the day.

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

The manager who takes the lead on safeguarding has attended an appropriate training course and offers support, advice and guidance to staff on any specific safeguarding issues. All key staff understand and are aware of the safeguarding policy, and are able to identify the signs and symptoms of abuse to help secure children's welfare. There are secure systems in place to ensure staff are suitably vetted or supervised until their checks have been completed. All the required records, policies and procedures are in place and are up-to-date, including written risk assessments to secure the children's safety. The inspection was brought forward following a concern being raised in relation to physical space and nappy changing facilities. This concern prompted a full inspection. The inspection found that the provider has increased the number of children being cared on the premises and this has resulted in space requirements not being met at all times. This in particular impacts on the quality of play experiences and use of available resources. This is a breach of the requirements for the Early Years Register. The inspection also found there is scope to further improve the nappy changing facilities to improve children's emotional and physical well-being.

The management team consists of the registered individual, the manager and the acting deputy. The manager and deputy are appropriately qualified and experienced and are responsible for the day-to-day running of the nursery. Self-evaluation is in the early stages and although the manager has made a start on it, she is yet to share it with the staff. Therefore, it does not fully identify all the areas for improvement. Although some areas for improvement have been identified, there are no clear or well-targeted improvement plans in place to address these. Consequently, improvements are not made as quickly as they could be. However, the management team are keen to improve the range of resources and activities on offer for the children and improve the consistency of staff practice across the nursery. This commitment is clearly demonstrated by the broad range of training courses staff have already attended, to improve the quality of teaching and learning. Staff meetings are used well to motivate staff and discuss areas for improvement and share good practice. Staff appraisals are conducted annually and a six monthly supervision is conducted, but these systems are not sufficiently robust to identify and address inconsistencies in staff practice or where the quality of teaching is weak.

Partnership with parents and carers is a positive aspect of the provision. They are kept well informed about the nursery policies and provision through the prospectus, notice boards and regular newsletters. Wall displays are attractive, informative and keep parents abreast of what is going on at the nursery. Regular parental satisfaction surveys and discussions with parents are highly positive. Their feedback is used to influence the service provided. For example, parents contribute ideas for the nursery menus. Attendance by

parents and carers to events throughout the year is high and they report this helps strengthen their links with the nursery. Relationships with the local schools are strong and links with the wider schools continue to strengthen. Collaborative working with the local children's centre and other professionals working with the children results in children generally having their needs met appropriate.

### **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	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

<b>Unique reference number</b>	EY433294
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	967730
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	94
<b>Name of provider</b>	5 Star Day Nursery Limited
<b>Date of previous inspection</b>	02/02/2012
<b>Telephone number</b>	07973 751 136

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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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Piccadilly Gate  
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M1 2WD

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