

SuperStars Day Nursery

12 Goldshill Rd, Birmingham, West Midlands, B21 9DJ

Inspection date

07/05/2014

Previous inspection date

04/12/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 make good progress in their learning and development. Staff assess their abilities and use this information to plan a wide range of interesting learning experiences that reflect children's interests and support their next steps in learning.
- Clear and detailed records, policies and procedures, which are regularly reviewed and updated, ensure that children are successfully safeguarded and promote their safety and welfare.
- Children with special educational needs and/or disabilities are effectively supported. This is because staff successfully work in partnership with parents and other professionals to secure appropriate resources, advice and support.
- Relationships between staff and parents are good and effectively support children's well-being and progress. Parents speak highly of the nursery and value the friendly and approachable staff team.

It is not yet outstanding because

- There is scope to enhance the very good partnership working further by developing the information which is shared between settings which children will move on to in the future.
- There is room to enhance children's learning potential further by providing an even wider range of flexible resources to support more-able children's experiences, independence and freedom of choice when playing outdoors.

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 four main playrooms and the outdoor learning environment, including a joint observation with the owner of the nursery.
- The inspector spoke to staff and interacted with children throughout the inspection and held a meeting with the manager and owner.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and from the nursery website.
- The inspector checked evidence of the suitability and qualifications of the staff.

Inspector

Patricia Dawes

Full report

Information about the setting

SuperStars Day Nursery opened in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and 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 there is an enclosed area available for outdoor play. 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. There are currently 103 children on roll, 97 of whom are in the early years age range. The nursery receives funding for the provision of free education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting also offers care to children aged over five years, before and after school and during school holidays. There are currently 17 staff working directly with the children, 15 of whom hold an appropriate early years qualification at level 2 and above.

What the setting needs to do to improve further

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

- enhance further children's independence, enjoyment and sense of exploration when outdoors by providing a wider range of resources that children can independently access and use flexibly to support their play and learning
- enhance children's progress and well-being further by developing even more effective ways to exchange information about children's experiences, progress and individual needs as they move on to other settings in the future.

Inspection judgements

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

Children make good progress. This is because the staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They provide an educational programme that is interesting to children and provides them with realistic and effective challenge across all areas of learning. Staff work well as a team and are deployed effectively to ensure routines support children's learning and welfare needs. Staff are aware of the progress check at age two and gather useful information in order to complete this when required. Observation, assessment and planning methods for individual children are systematically completed throughout the nursery and clearly identify children's next steps in their learning and development. Children benefit from a good balance of adult-led and child-initiated activities. The routine is very flexible to enable them to follow their own interests. They have continuous access to a broad range

of toys and equipment, which are stored at low level to enable them to make choices and develop their independence skills. Parents feel valued and respected as the key person enables them to be actively involved in their children's learning and progress. Parents contribute to the initial assessment of children's starting points on entry to fully ensure all children's learning needs are planned for from the start. All children have an individual learning journal and parents are encouraged to contribute to this. Parents are also encouraged to add 'next steps moments' on the footprints wall. Comments made by staff and parents are used to inform individual assessments.

Equality of opportunity is promoted well and children learn about similarities and differences in people in ways they can easily understand and relate to. Staff provide an inclusive environment and have a positive impact on all children in their care. Children with special educational needs and/or disabilities are supported well by staff. Staff ensure resources and activities are readily accessible to meet their needs. They ensure children are fully supported and integrated into the nursery and key groups. Most staff in the nursery are bilingual and this has a positive effect on meeting the needs of children who speak English as an additional language effectively. Staff are able to use familiar words in their home language to help them settle. Children access a range of supporting materials and resources, such as sequencing photographs of routines or dual-language picture books, to further embed their learning. Children are happy, settled and confident learners and they enjoy their time in an interesting and well-equipped environment. They interact very well with each other and the staff as they play. Children listen attentively to stories and join in enthusiastically when singing songs as they wait for their lunch. Younger children's interest is sustained during a cooking activity as they experiment with tipping and pouring, adding milk to dry ingredients and mixing to make cakes. Staff reinforce and extend this activity by asking challenging questions and engaging in conversations. Babies' emerging language is promoted as staff support and extend their growing vocabulary. They excitedly look in mirrors, babbling and giggling at their reflection, or turn pages in books, and staff encourage them to imitate the sounds of animals. Older children's communication and language development is good as they speak confidently with the staff, their peers and visitors, explaining what they are doing and why. They show developing levels of independence as they make choices during meal and snack times and enjoy serving their own drinks at snack time. This gives children a good foundation to support their future learning and readiness for school. Staff know each child's personalities and learning styles well. Children take pleasure counting and matching colours and numbers as they play a matching game or sort animal shapes. Staff teach children mathematical language as they count from one to 10 in a song or count and match shapes and numbers on a computer game. All children enjoy being creative. Babies move glue across paper and cover it with glitter, and other children enjoy adding rice and lentils to their paintings to achieve a different texture. Staff talk to children about their home and everyday items, asking if the rice they have at home is hard or soft and what fruit is yellow.

Children 'bug hunt' in the garden and also enjoy digging and planting. However, their independence, enjoyment and sense of exploration when outdoors is not always promoted as well as it could be. They go out into the community regularly to enjoy more challenging physical play in the park or visit the library to choose books for home or learn about and buy fruits and vegetables from other countries at the local supermarket. Children learn

about the wider world and different environments through visitors to the nursery who bring a range of exotic animals for the children to look at, pet and handle, such as snakes and large spiders. All children enjoy easy access to a range of technology, for example, computers, calculators, phones and electronic toys. Two- and three-year-old children learn some letter sounds as they watch a video, and older children and three- and four-year-olds develop good hand-to-eye coordination as they play interactive games which require skill and careful observation.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and friendly, and a well-established key-person system successfully supports children's welfare and emotional security. Staff are fully aware of the importance of developing children's confidence so they can make their own play choices and initiate their own learning. Younger ones freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the broad range of interesting resources. Most children are very sociable and independent and confidently engage with their peers and staff, who patiently but firmly remind some children when they become a little over excited or challenging. Throughout the nursery children are supported in their social skills so they learn how to play together, share toys and take turns. More-able children competently pour drinks and serve themselves food and snacks, with staff on hand to offer support.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children display a positive attitude towards healthy eating. Menus are healthy, balanced and varied and children are involved in cooking activities to build upon their knowledge, such as making cakes to share with their friends. Children have access to the outdoor area on a daily basis, experience plenty of fresh air and have opportunities to run around and use energy. Children also have access to a small garden area to plant and care for a variety of flowers, vegetables and fruits. Children follow good personal hygiene routines and enjoy very frequent access to the outside play area in all weathers. Children's safety is of a high priority to all staff and they effectively support children's growing understanding of how to stay safe. For example, children participate in regular fire evacuation drills, learn about road safety when out walking in the local community and follow sensible rules about how to use scissors safely and not to run around indoors.

Staff spend time getting to know the children and their families. Children form secure attachments with kind and caring staff, resulting in their emotional well-being being supported as children talk with ease to staff about any concerns they may have. For example, children are given time when they initially join the setting to develop relationships with the staff team and their key person during the gradual settling-in process. Moves through the nursery room are at the child's own pace and not age related. All children join together at the beginning and end of the day, which helps them to become familiar with other areas in the nursery and staff. Some children benefit from the procedures and links the nursery has developed with the local school to support their move to school. However, partnership working with other schools children will attend is

not as strong. For example, nursery staff do not always share information as well as they could about children's progress and the activities they participate in at nursery to help with the move to a new school, such as setting up visits from teachers and visits for the children to their new school. Consequently, this hinders the process of helping children to move with ease to another setting.

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

Since the last inspection, the nursery received two separate complaints which raised concerns relating to many of the requirements of the Early Years Foundation Stage. Ofsted carried out two visits and found that most of these requirements were being met, however, a notice to improve was issued requiring the provider to improve the risk assessment procedure to ensure all risks are managed effectively and there is space to identify any new risks which arise. At this inspection, it was found that the provider had taken appropriate action. Visual and written records, such as risk assessments and daily checklists, support and ensure that good standards of health and safety are maintained, both indoors and outdoors. These include everything with which a child may come into contact. At the last inspection the provider was asked to improve the delivery of the educational programme and the quality of teaching, ensure there are rigorous hygiene procedures in place and improve the two-way flow of information with parents. The provider has taken prompt and effective action for all identified areas. She now monitors the educational programme to ensure staff deliver high quality learning experiences for all children. Children learn about good personal hygiene routines. Parents receive good quality information about the care their children receive, and staff involve parents in their children's learning by encouraging them to share their views and children's learning at home.

Children are well safeguarded as staff have a clear understanding of their roles and responsibilities in recognising signs of abuse or neglect. They know the procedures to follow and who to contact should they have any concerns about a child in their care. An effective safeguarding policy is implemented and most of the staff have attended training for safeguarding children. The manager and owner have both attended the designated senior person training and cascaded the information to staff at the regular staff meeting. Safeguarding features highly in induction and all necessary information is displayed in each room, as well as a very informative display on the parents' notice board. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Both managers who drive children to school hold valid motor insurance and they also use a reputable taxi company whose drivers have all been vetted.

The owner demonstrates a strong capacity to improve and positive vision to provide a high quality service. She is fully committed to reflective practice and engaging the views of staff and parents to achieve this. Regular monitoring of the educational programme by the manager offers staff support and guidance. Performance management systems are in place, such as one-to-one meetings, team meetings and induction procedures. Regular observations of staff practice by the owner and manager help to ensure that the already

good quality teaching is continuously monitored. The information gained is used to shape staff's professional development in the future. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. There are identified members of staff who take responsibility for key roles within the setting, such as safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with detailed information and support when required. Ratios are well maintained within the nursery, staff are deployed effectively and there are additional staff on hand to offer support. All staff demonstrate they are motivated and developing self-confidence and they all actively strive towards improving the setting for all the children who attend. This clearly demonstrates the provision's capacity to continually improve.

Partnership with parents is strong and they comment on the positive support and approachability of all staff. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Parents receive good quality information about the provision through the use of notice boards and newsletters. They are kept informed of children's daily progress through regular feedback from staff and by sharing the daily diary. Staff understand and work in partnership with other professionals and communicate effectively with other agencies to complement children's learning and to ensure progression.

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	EY440699
Local authority	Birmingham
Inspection number	966830
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	103
Name of provider	Farah Chaudry
Date of previous inspection	04/12/2013
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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