

Shooting Stars

Vista Field Children's Centre, Middle Park Avenue, LONDON, SE9 5SD

Inspection date	24/04/2014
Previous inspection date	Not Applicable

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

- Partnerships with parents and carers are strong resulting in a high level of support for both children and families.
- Children learn to become independent while making friends and enjoying a variety of activities.
- Staff work well together as a team, creating a stimulating, fun and nurturing learning environment for the children.

It is not yet outstanding because

- The outdoor area does not currently provide a stimulating environment that excites children's curiosity about the natural world and challenges their physical development.

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 playroom and outdoor area.
- The inspector spoke with the staff and looked at a sample of policies, procedures and risk assessments.
- The inspector took account of parents' views by speaking with them on the day and reading their comments.
- The inspector carried out a joint observation with the lead practitioner.
- The inspector read some observations and records made of the children's progress.

Inspector

Karen Callaghan

Full report

Information about the setting

Shooting Stars registered in 2013. It is part of Vista Fields Children's Centre in Eltham, within the Royal Borough of Greenwich. Shooting Stars provides creche facilities for the children of parents attending courses run by the Children's Centre. Children have access to two playrooms and an enclosed outdoor play area. Creche sessions operate as needed throughout the year. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. There are four staff who work with the children at the creche. The creche leader has achieved Early Years Professional Status and three staff have relevant qualifications at level 3.

What the setting needs to do to improve further

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

- enrich the outdoor learning provision by providing opportunities for children to explore the natural world and further extend their physical play.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They have a secure knowledge of how children learn through play, and provide a good range of activities for them to engage in. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation indoors. By speaking to parents and making useful records about the children's interests, likes and dislikes before the children start sessions at the creche, staff are able to plan for their needs. With this knowledge they are able to closely monitor children's progress through focused observations and assessments, and use this information to identify the next steps in children's learning. They are able to promote the individual progress and interests of each child. Regular discussions and feedback at the beginning and end of each session with parents result in successful planning where children are motivated and eager to learn. Any gaps in their learning are quickly identified and supported.

Parents are involved in the initial assessments of children to identify their starting points and they receive regular information about their children's continued progress. Staff support children's communication and language development very well. They talk to

children about their interests and expand their vocabulary. As children play in the sand tray with models of zoo animals, the adults introduce new words, telling children the names of all the animals. Babies are looked after well, for instance they are given cuddles and staff sing nursery rhymes to them as they bounce them up and down to keep them happy. Literacy development is promoted effectively as the creche has a cosy book corner where they can share stories with the staff. They have access to a toy library where parents can borrow a toy to share at home.

The emphasis at the creche is for children to become more independent away from their parents as they engage in learning opportunities. They learn to make friends and play co-operatively with others. The environment in the creche is set up thoughtfully to include all seven areas of learning. For example, babies learn to listen to and touch a variety of multisensory toys; they roll a ball around with bells and bang on a drum with different sized spoons. Children whizz around on wheeled toys and climb and slide on the apparatus outdoors, which help promote their physical skills. However, the outside area provides limited learning opportunities for exploration of the natural world and for extending physical play. Staff provide children with many opportunities to independently practise the skills they will need for the future. For example, children concentrate as they draw and make marks at the writing table using a range of pens, pencils and crayons.

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

Successful settling-in procedures support children to form secure attachments. Helping families to gain access to learning opportunities is paramount. The creche staff support them by offering excellent facilities for their children to learn in a safe and structured learning environment. Children generally behave well in the creche due to the experienced and welcoming practitioners who calmly deal with their every need. Staff supervision of children is good and there is always an adult ready to reassure and comfort. Staff are good role models, and lead by example. They use frequent praise and encouragement to raise children's self-esteem and to encourage positive behaviour. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination.

Resources are of good quality and easily accessible to all children. Activities are age appropriate and arranged according to the developmental needs of the children attending. Healthy eating is promoted by the provision of fruit and vegetables at snack time. Children are able to see staff cutting up and talking about the smell and texture learning words like 'juicy', 'fresh' and 'soft'. They learn to be independent as they cut up fruit and vegetables, make a choice and help themselves. They manage their own care needs well having been reminded by the staff when they first begin, learning the importance of washing their hands before eating and after messy play, or using the toilet.

The garden area enables staff to provide a variety of learning experiences to increase children's understanding of the world. Weather does not hinder children's play outdoor as

with appropriate clothing, they play outside all year round and are protected by large umbrellas. Children's safety is of paramount importance to the staff at this Centre. All visitors are required to sign in and out and their attendance is monitored. External doors are by electronic entry. Thorough risk assessments are carried out every morning and staff are vigilant throughout the session, which helps to ensure that all hazards are minimised or eliminated. Children learn to keep themselves safe as the staff remind them to walk and not run when inside. The creche staff carry out regular fire drills to ensure that all children and adults know what to do should an emergency occur. They have high expectations of the children enabling them to be confident, capable and independent, and emotionally ready for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are well qualified and are led professionally by a qualified teacher who monitors their practice and helps them to evaluate and improve the provision. The effectiveness of the educational programmes are regularly monitored and staff meet together to plan for improvements, for instance the weakness in the outdoor provision has been identified. All the necessary documentation for the safe and efficient management of the creche is in place. Staff carry out robust risk assessments to minimise hazards and make sure the premises are secure. There is a safety checklist before all sessions in the creche begin and as a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile phones and cameras, to ensure staff protect children. Children are effectively protected because all staff undertake relevant training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. There are rigorous recruitment and induction procedures and all staff have undergone the necessary background checks to ensure they are suitable to work with children.

Good information is gathered from parents about children's individual medical or dietary needs with effective measures to ensure children do not come into contact with foods they are not permitted. Staff have undertaken first aid training so they can deal with minor injuries should the need arise. Any concerns regarding children's development are discussed with their parents and appropriate measures for intervention put in place through close and effective partnerships with other professional agencies working within the Children's Centre. For instance, there is access to the Speech and Language service and the Health Service. Therefore children with identified needs receive very good support, with staff working closely with parents and other professionals to ensure children make the best possible progress.

Parents play a major role in the creche and they feel valued by staff. Parents give glowing reports of the staff and have extremely positive views about their children's development and progress. Parents know they are welcome to discuss their child's needs with the

practitioners if they have any concerns or want to know anything about their child's development. Children's progress is closely analysed by the staff team to help ensure all children achieve well and feel happy to attend the creche.

All staff undertake frequent training in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Rigorous self-evaluation identifies the strengths and weaknesses of the creche and demonstrates clear targets for improvement. Consequently, there is a very strong capacity for continuous improvement at this setting.

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

Unique reference number	EY464262
Local authority	Greenwich
Inspection number	940130
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	9
Name of provider	Royal Borough of Greenwich
Date of previous inspection	not applicable
Telephone number	020 8859 1110

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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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