

Reach For The Stars Nursery

5 Rupert Street, BIDDULPH, Stoke On Trent, ST8 6EB

Inspection date

Previous inspection date

28/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a welcome, safe and secure environment so that children are safeguarded. This enables children to flourish, grow in confidence and enjoy their learning.
- Staff support children's learning well, ensuring that resources are easily available and children can move these around as they choose. This helps to promote children's exploration and critical thinking.
- Staff establish very positive relationships with other professionals, particularly with health visitors, so that information is shared. This means there is consistency in supporting children's next steps in their learning and development.
- Staff use observations and assessments to good effect to closely track children's progress. They work closely with parents to ensure any necessary interventions are timely, so that children receive the full range of help and support they require, enabling them to reach their full potential.

It is not yet outstanding because

- Resources, displays and play equipment are not readily available or evident to reflect people's differences so that diversity is fully valued.
- Children's own ideas and creativity is not promoted as well as it could be, as much of the art work and displays are adult-led.

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 play rooms and outdoor play area.
- The inspector engaged with children, staff and parents.
- The inspector carried out a joint observation with the manager.
- The inspector looked at policies, procedures, children's assessment records, planning documentation and a sample of staff and children's files.
- The inspector checked staff's Disclosure and Barring Service Checks.

Inspector

Sally Smith

Full report

Information about the setting

Reach For The Stars Day Nursery was registered in 2014 and is on the Early Years Register and compulsory part of the Childcare Register. It operates from two rooms within converted premises in Biddulph, Staffordshire Moorlands. There is an enclosed area available for outdoor play. The setting opens five days a week from 8am to 6pm, all year round. There are currently 24 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The manager and deputy manager both have a degree in early childhood studies.

What the setting needs to do to improve further

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

- increase the range of resources, objects, displays, signs, symbols and photographs to ensure the diversity of individuals is valued and respected
- extend opportunities for children to develop their own ideas, rather than reproduce staff's pictures, so that their creativity, originality and expressiveness is valued.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and of how young children learn. At the start of their placement, children's interests are central to planning, ensuring staff provide activities that interest and motivate them to learn. This is a continuing theme as staff take account of what children like and enjoy at any given time and successfully incorporate this into their play. Adult-led activities are subtly introduced to provide a planned focus to children's play, while helping them to learn about a wide-range of different topics. This means that children are fully engrossed in their learning. For example, children show a keen awareness of insects, so a mini-beast theme is incorporated to maintain their interest. Children take clip boards outside and use their observational skills as they find insects to match the pictures on their list. This helps to develop an awareness of their environment and living creatures. They count how many insects they find and older children work out which they have more of or less. This helps to develop their understanding of numbers and quantity, thereby promoting their mathematical development.

Staff seek the views of parents regarding children's interests at the start of their placement. In addition, close links are established with health visitors, particularly with

regard to children's progress at age two years and means that support provided for children is consistent. All staff contribute to observations of children's achievements and progress and think very carefully about what children need to learn next. They carefully track children's progress, quickly establishing any gaps so that intervention is timely and enables children to receive the necessary support they require. This means that all children's individual needs are met well and they are able to reach their full potential. Resources are stored at the children's level and they are encouraged to use these in any way they choose, which means they can generally follow their own ideas. This also ensures their critical thinking is promoted as they test out different ways of doing things, experiment with materials and explore. They are also able to repeat activities that they enjoy. For example, they use water and transport it over to the sand or fill up their water feature, so that they can explore ebb and flow. They use it to pour and tip down pipes and fill various containers, experimenting with quantity and capacity. They also enjoy filling their watering-cans and water their vegetable crop, learning to care for living things. However, while children engage in a variety of activities to explore texture and colour, their imaginations and own ideas to express themselves are at times curtailed, as much of the artwork and displays are adult-led.

The outdoor area is used flexibly and provides an extension to the indoor rooms so that children move indoors and outdoors freely. Children participate in a range of different activities to promote their physical development. For example, while there is limited climbing equipment currently available, staff compensate for this well. They design obstacle courses, encourage children to carefully negotiate the stepping stones of differing heights and take them for visits to the local park. Action songs, whereby they wiggle, jiggle, bend and stretch help them to move their bodies in different ways. This helps to build develop their balance, control and coordination.

Teaching is good and staff know the children particularly well as individuals. This results in children making good progress in their communication and language skills. Staff seize on opportunities to talk to them about what they are doing and recall previous conversations. They use carefully chosen questions to help children to think about and discuss their ideas and help children to learn new words and broaden their vocabulary. Children enjoy listening to stories and younger children repeat the end words and phrases, showing their awareness of rhythmic patterns. Older children discuss the role of the author, illustrator and blurb extending their learning further. Cosy spaces are provided where children can also sit quietly with a book on their own or chat with their friends. They become confident learners, and develop the ability to concentrate for a considerable length of time. They work together, helping each other and considering each other's needs, helping to develop their personal and social skills. As a result, they are well prepared for the next stage of their education and transfer to school.

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

Staff take time to get to know each child and their families well so that they feel welcome and ensure that children receive the help and reassurance they need to settle into nursery life. 'Taster' sessions mean that children can settle in gradually, based on their individual needs. Staff recognise that some children take longer to settle than others so build up the

length of time a child is left at each visit. As time goes on, children are observed to see which member of staff they forge particularly strong relationships with. This is used as a means for children to select their own key person and as a result, they are confident and build up a relationship built on trust and great understanding. This helps to reduce the anxiety that children may feel as a result of change and assist the transition from home so that it runs smoothly. Children and parents are warmly greeted by all staff and the manager at the start of each session. They make a point of knowing significant events and dates in children's lives, such as a forthcoming birthday or holiday so that they can discuss these with children as they arrive. This helps children to feel special, valued and recognised as individuals.

Children quickly learn what is expected of them through the well-organised routines, all of which are most successfully modelled and reinforced by staff. Children learn to put toys away and to help tidy up. They are praised for their 'Good sitting, good listening and good sharing', helping to raise their self-esteem. A gentle explanation or distraction is used by staff so that any instances of inappropriate behaviour are dealt with calmly and sensitively. Children develop a positive attitude to their learning, as staff join in their games. For example, staff wiggle and shake their bodies enthusiastically, along to the actions in songs and rhymes, motivating children and encouraging them to join in. Some are bystanders, but watch with interest as to what goes on. At times, they tentatively join in and are encouraged to do so by staff, helping to raise their confidence.

Children have access to a good range of age-appropriate resources which they use and move around as they choose. The nursery builds on these regularly, so that opportunities for children to extend their knowledge and skills across all areas of learning continues to develop. However, there is room to improve on these even further, so that they are reflective of cultural diversity and disability and broaden children's awareness of people's differences. Staff understand the need for children to manage their own risks wherever possible and in doing so, learn to keep themselves safe. As a result, children take risks in a controlled way. For example, children carefully negotiate the balancing logs which are of different heights, so that they have to step up or down until they reach the end. Older children are encouraged to apply their own sun cream and this is supported with discussions about the potential risks of sunburn. Children use scissors and knives independently and know how to handle and use these sensibly. This helps them to develop independence and equip them with the necessary skills for their future learning. Children are fully aware of effective hygiene procedures and why these are important. They are offered a variety of fruit and snacks throughout the day to support a healthy balanced diet.

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

Staff are fully aware of the signs and symptoms of possible abuse and their responsibility to report these to the designated safeguarding person within the nursery. Equally, they know that should this person be unavailable, they are responsible for reporting the concern themselves to the relevant agencies with immediate effect. While there is a small, friendly and cohesive staff team, this does not prevent staff from acting in an entirely

professional manner, should they witness a colleague behaving inappropriately. Staff would challenge their colleagues and would not hesitate in sharing their concerns with the management team. The use of mobile phones, cameras and social media is clearly reinforced with staff. This means they are aware of the correct and appropriate use of these, so that children's safety is never compromised. Written policies and procedures clarify all safeguarding expectations within the nursery and these are also shared with parents. This ensures that everyone is aware of their responsibility in protecting children from harm. Safeguarding is given high priority from the moment staff take up their post at the nursery. A thorough induction covers risk assessments, emergency evacuation procedures and health and safety policies, so that children are safeguarded from the outset. Appropriate vetting procedures are undertaken before any new member of staff takes up post. References are sought and original qualification certificates verified. All staff and students have undergone Disclosure and Barring Service checks to confirm that they are suitable to work with children.

Staff continue to build close relationships with parents and are keen to ensure they feel welcomed and their opinions respected. Improved initiatives to engage with parents even further, continue to be explored and implemented so that they feel fully included in the life of the nursery as it evolves and develops. Good relationships have already been secured with other professionals, so that the individual needs of each child are met. Children receive the intervention and support they require so that they develop and reach their full potential and any gaps in their learning can be addressed. In addition, positive relationships with local schools means that children are well-prepared for their eventual move to school.

The manager has an accurate view of the nursery's performance so far. She recognises that as a newly opened provision, it is still early days. Therefore, she is keen to focus on one area at a time, so that staff practice can be consolidated and the quality of teaching and learning is secure. For example, close scrutiny of children's learning books by the deputy manager means that these are regularly moderated. This ensures that observations and assessments of children's learning are regularly carried and effective so that children build on their knowledge and skills. In addition, this means that the management team can see that there is consistency between all staff and if not, strategies put in place to address any shortfalls. These moderation records also provide a basis for discussion during staff supervision and appraisals, recognising strengths but also areas for further development. Peer-on-peer observations are in their infancy, but seen as a positive step in improving staff's delivery of activities and their engagement with children. Staff meetings provide further opportunities to discuss aspects of learning and development and ensure that all staff are confident to deliver the requirements consistently.

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	EY471710
Local authority	Staffordshire
Inspection number	952186
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	29
Number of children on roll	24
Name of provider	Reach For The Stars Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01782 519 829

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

