

Startel Day Nursery

Holmwood Gardens, Wallington, SM6 0HN

Inspection date

Previous inspection date

02/09/2014

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

- The organisation has an effective programme of professional development which fully supports staff to develop their early years qualifications which gives them the skills to improve outcomes for children.
- Children's individual needs are well met due to the good communication established with parents.
- Children in the pre-school group show confidence as they communicate with staff and other children and develop a wide range of vocabulary.
- Children are provided with a good range of resources and activities that promote their pre-reading and writing skills which helps them develop the skills they need for starting school.

It is not yet outstanding because

- The nursery has not yet fully extended the range of resources available in the baby room, and the outdoor area, in order to further enhance all children's physical abilities.
- Not all staff involved in children's care are consistently included in carrying out assessments of their progress in order to promote their learning.

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 all the indoor and outdoor play areas in the nursery.
- The inspector completed a joint observation with the manager of the provision in the baby room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parents' views spoken to on the day and from documentation.

Inspector

Catherine Greenwood

Full report

Information about the setting

Startel Day Nursery is privately owned by Jancett Childcare and JACE Training Ltd, that runs 21 nurseries and out of school clubs. The nursery registered in 2014. It operates in a residential area of Wallington, Surrey. Children have access to various play rooms on the ground floor and an enclosed outdoor play area which is divided into sections and is shared with its neighbour nursery that is part of the organisation. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 75 children on roll in the nursery and 53 children in the breakfast and after-school clubs. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year, apart from Christmas and bank holidays. The nursery offers a breakfast club, after-school club and a holiday play-scheme service. In addition, the nursery has two additional rooms for children who attend term-time only. Children in this part of the provision can attend from 9am to 12 noon or from 12.30pm to 3.30pm. The nursery supports children who are learning English as an additional language. A total of 17 staff work with children, including the nursery manager and staff who work in the out of school provision. Of these, 16 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review systems used to observe children's progress so that all staff are more involved in contributing to what they see children achieve to enhance assessments of their learning and development.
- strengthen the range of resources available in the baby room and the outdoor play areas to extend all children's physical abilities to give them time to practise what they learn during adult-led activities.

Inspection judgements

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

Staff plan a good range of activities, resources and experiences that successfully motivate children during their play. For example football and dance sessions, cooking activities, gardening, painting and gluing. They respond to children's interests to plan activities which successfully promote children's enthusiasm for learning. For example, they have previously arranged for an outside organisation to bring reptiles to the nursery which has developed children's awareness of the features of living things.

Children's individual needs are well met and they make good developmental progress. Staff have a secure knowledge and understanding of how to promote children's learning and development. Key persons know children well and make good use of guidance to track their progress. They fully involve themselves in children's play to help them reach expected levels of development. However, the organisation of observations means that not all relevant staff are fully involved in the process to help to enhance assessment systems and further promote children's learning.

Staff work closely with parents to involve them in their children's learning. They establish good communication with parents and regularly discuss children's progress in the nursery and at home. This includes sharing next steps for children's learning and progress summaries for children of all ages, including those aged two to three years.

Babies develop control of their movements as staff provide opportunities for them to use wheeled toys outdoors, climb on bean bags and use soft-play resources in a sensory room in the adjacent nursery. Staff set up resources in the baby room, such as a small ball pool and a tent and with balls that generally promote children's physical abilities. However, these resources are not always made accessible in the baby room, and staff have not yet fully considered how they can further promote children's skills in this respect. Consequently, babies climb on other small toys that are not made for this purpose, which may impact on their safety. Staff set up obstacle courses in the garden and gave older children plenty of encouragement and support as they took it in turns to negotiate the resources. Consequently, children develop good coordination as they used hoops, balanced independently across low-level bridges and negotiated obstacles as they weaved in and out of cones. Staff demonstrated how to use the obstacle courses so children knew what they had to do and encouraged all children to cheer each other as they completed the course. However, there are fewer resources available for children to use independently to practise and extend the physical skills they gain during adult-led activities.

Staff communicate and interact with children in a positive and encouraging way. They introduced large group activities, such as duck, duck goose, where children showed confidence as they listened, understood and followed the rules of the game. Children develop their ability to listen and talk as they discuss their weekend news and as they take part in show and tell activities as part of a large group. They use puzzles to build words, play games of alphabet snap and create words using magnetic letters. Children listened well during story time and confidently joined in with parts of the story they knew. There is a good range of accessible resources in the pre-school group that promote children's enthusiasm for making marks and writing. For example an interactive white board, writing resources, a computer, puzzles and games. Consequently, children learn the sounds of letters and most children can write their name with letters correctly formed which successfully prepares them for school. Staff in the pre-school room showed interest in what children had to say, gave them time to share information, for example, about their holidays to other countries and encouraged children to listen, talk and engage in conversation. Consequently, children in this group are confident communicators, including children learning English as an additional language.

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

Children form good friendships and often choose to play together. Staff embrace children's independence and the decisions they make during their play and offer lots of support to help children achieve their aims. Children are very well behaved and co-operative because staff establish good relationships with children and clearly explain what is expected. They encourage babies and children to take turns with using resources which develops their ability to share and resolve minor conflict. For example when two children wanted to look at the same photographs in a family book.

Children's good health is promoted through the provision of nutritious meals and snacks. Children showed great enthusiasm as they served themselves at mealtimes. Staff engaged them in discussions about food they eat at home and encouraged them to make collages using items such as rice and pasta. Children plant and grow vegetables such as cucumbers, tomatoes, blackberries and chillies which they water and pick when they have grown. This helps them to learn about growing fruit and vegetables. Children help cut the produce they grow to make salads and pizzas, increasing their understanding of nutrition. Staff give children privacy when changing their nappies and supervise children well when they are using the toilet so they remain safe at all times.

Children benefit from a welcoming environment. Staff value and display children's art work and photographs of them taking part in activities. Consequently, the children develop a sense of belonging and feel proud of their achievements. Children generally have access to a good range of resources that motivate them during their play. Children benefit from having access to two separate outdoor play areas with undercover areas that allow staff to take learning outdoors. However, the resources in the baby room and outdoor play area do not always provide children with good opportunities to engage in physical challenges to develop their strength.

Children learn about their own safety through taking part in fire evacuation practices and as staff offer guidance during activities, for example when older children complete obstacle courses. Staff use sheets to gain information about children's celebrations at home which they use to plan activities that promote children's awareness of differences in society. Children move smoothly between the nursery and school because staff successfully meet their individual emotional needs.

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

The nursery promotes a culture of safety which is clearly understood and adhered to by staff who always follow the organisation's policies and procedures. There are robust recruitment procedures in place which include the involvement of the organisation's human resources department. All staff have had appropriate checks completed to ensure they are suitable to work with children. Staff complete risk assessments that are reviewed by the organisation to maintain children's safety in the premises and on outings. Staff take action to reduce hazards. For example, since registration, the lock on the entrance gate

has been changed to make the premises more secure and allow parents more space to access the buggy storage area. Recently, the nursery staff have completed risk assessments regarding the building work that is currently taking place on the premises to make certain that children remain safe.

The nursery gives top priority to safeguarding children's welfare. All staff receive safeguarding training through the organisation which is updated on an annual basis. Staff also take part in team quizzes, which helps them to keep their understanding of procedures up to date. The designated safeguarding officer has attended related training and has a good knowledge and understanding of the child protection procedures. These include action to take if an allegation is made against a member of staff so that children remain safe and protected. Children are well supervised and staff-to-child ratios are met at all times. The premises, including the overall floor space and outdoor areas, are suitable for the age of children cared for and the activities provided. All staff receive health and safety and fire safety training which enables them to implement the procedures effectively to protect children's well-being.

There is a clear system of accountability within the organisation that ensures that leaders and managers have a secure knowledge and understanding of the Early Years Foundation Stage. Senior staff discuss any changes to requirements and ensure that the manager of the provision works closely with staff to meet them. The manager spends time in each group room observing staff's practice. The operations manager completes focused inspections on different areas of practice to ensure all staff are confident in meeting the requirements. She also meets with staff on a one-to-one basis to coach and mentor them. If there is any underperformance, there are clear procedures for room leaders to monitor and report information to the nursery manager. This helps the managers to maintain standards and drive improvement in the quality of the nursery provision for children. Staff are required to attend training to build on their qualifications from the moment they are employed. Consequently, all staff currently employed hold appropriate early years qualifications, except for one member of staff who has recently been employed. Such practices help staff to develop their teaching practice and improve outcomes for children.

Staff's training needs are identified through regular supervision, one-to-one training sessions and team meetings. The organisation has clear objectives to continue using staff appraisals to promote staff development despite recent changes in legislation. The organisation fully supports staff's requests to attend training, provided it is relevant to their individual development. Since registration all staff have taken part in training on outdoor play. This has helped staff to extend the range of adult-led activities that have successfully captured children's interest and involvement. They have provided additional resources for children to make dens and organised adult-led story times for them to act out stories outdoors. Consequently, some aspects of children's learning outdoors have been improved. Plans for the future are clearly identified in action plans, including with respect to providing more outdoor resources, and are used effectively to drive improvement. All staff hold current paediatric first-aid qualifications. This means that in the event of a child requiring emergency treatment, there is always a member of staff in every play area and on outings that is able to respond quickly.

The manager monitors activities and children's progress, to ensure that they have

sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of children. Consequently, staff work efficiently to narrow any gaps in learning for groups of children or individual children identified as being in need of support. The manager works closely with staff to discuss and monitor children's behaviour. She ensures that a good partnership is established with parents so that staff can discuss and agree methods with parents to provide children with continuity in managing their behaviour. Partnerships with parents and local schools are good. Staff meet with teachers and give them transition reports and share information about children in order to support children's individual needs. Staff regularly meet with parents to inform them about activities and discuss children's next steps for learning. Consequently, children's individual needs are well met and they are provided with continuity of care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | EY469987 |
| Local authority | Sutton |
| Inspection number | 956526 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 72 |
| Number of children on roll | 128 |
| Name of provider | Jancett Childcare and JACE Training Limited |
| Date of previous inspection | not applicable |
| Telephone number | 0206 691 725 |

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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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