

# Starfish (Little Shipmates) Ltd

Starfish Childrens Day Nursery, 2 Delta Business Park, Salterns Lane, FAREHAM, Hampshire, PO16 0QS

## Inspection date

03/11/2014

Previous inspection date

01/12/2008

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- The strong staff team motivate and engage children well in their self-chosen play. They offer good interaction, teaching and learning support to each child so they progress well.
- A successful approach, particularly in the baby room, means staff form strong bonds to promote babies' emotional well-being.
- Members of the management team have a strong drive towards quality and improvement, which benefits children.
- Partnership with parents, the relationships with families and communication between all concerned with the child is strong across all levels. These partnerships contribute well to meeting children's needs effectively.

- The management system to check different groups of children's progress and staff teaching skills is not of the highest quality.
- Staff sometimes miss chances to encourage children's mathematical development, such as during everyday routines, particularly in the pre-school room.

## 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 play and learning activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the provider, group manager and nursery manager regarding leadership and management.
- The inspector looked at children's progress records, and had discussions with staff relating to planning, safeguarding and welfare.
- The inspector spoke to some parents to gain their views on the nursery's provision.

## Inspector

Amanda Shedden

## Full report

### Information about the setting

Starfish (Little Shipmates) Ltd is one of three provisions run by Starfish (Little Shipmates) Ltd. The nursery registered in 2008 and operates from a two-storey converted industrial building on an industrial estate in Fareham, Hampshire. There is a stair lift to the first floor and an enclosed outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 93 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery is open each weekday throughout the year from 7.30am to 6pm. The after-school provision runs each weekday from 3.30pm until 6pm. Some holiday care is also provided. A term-time only pre-school has recently been opened, within this provision, The nursery supports children with special educational needs and/or disabilities, and also supports children who learn English as an additional language. The nursery has 16 staff of whom 14 hold recognised 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:

- extend mathematical opportunities for older and more capable children, particularly during the everyday routines such as mealtimes, so that staff have very high expectations of what children can achieve in this area and are exceptionally well prepared for school.
- strengthen management systems to monitor children's developmental progress and staff teaching skills so evaluations sharply focus on the impact of staff practice.

## Inspection judgements

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

All staff across the nursery ensure babies and children benefit positively from their early years experience. Individual support for children from the staff is effective to ensure they make good developmental progress from their starting points on entry. They provide strong, interesting educational programmes for young children. The adults have a good understanding of the Early Years Foundation Stage and know how young children learn. They are knowledgeable about the needs of the different age groups of children attending and use their understanding well to provide motivating and engaging learning experiences for them. For example, pre-school children listened extremely well, were focused and participated with enthusiasm in a well-planned music and song session with instruments. Staff use good teaching methods including variation of voice and providing plenty of

pauses to encourage the children to be involved and learn from the activity. Children are confident in using their previous learning. They use their voices in different ways and named and played different instruments stopping at the appropriate time in the song.

Outdoors, toddlers showed strong exploratory skills. They climbed the tree house steps competently to find favorite books. Staff interacted purposefully with them and talked to the children about the book promoting good communication skills. Indoors, toddlers had fun using different tools and a variety of media. For example, they explored 'gloop' while standing at a tray wallowing in the tactile experience. Their desire to explore means they practice their standing, walking and climbing skills often, which promotes their physical development effectively.

The youngest children, including babies, receive perceptive support from the designated staff who know their particular individual needs well. For example, they are given a cuddle and their comforter when they show the slightest sign of being unsettled after lunch so their personal needs are met quickly. All staff involved with the under twos age group get down to children's level on the floor to play with them interacting warmly, sympathetically and purposefully. They are very skilled at tuning in to each individual child and tailoring their practice to suit them. For example, they help inquisitive babies test their walking to see something that captures their attention. Staff respond to babies' many attempts at vocalizing. They emphasise and repeat key vocabulary to help them learn. Staff praise and encourage children's efforts. There is good attention paid to promoting children's communication and language skills by all staff including through the use of rhymes and frequent interaction from staff.

Older children learn good mathematical skills through the support they receive. Staff track their progress well across all areas of learning. Planning is responsive to individual children's needs because of the secure system to observe and assess children's development. However, staff do not take all opportunities to promote simple number problems either in children's freely chosen play or in everyday routines such as mealtimes. This shows that staff do not have consistently very high expectations of children to prepare them exceptionally well for the eventual move to school.

Assessment records accurately reflect children's progress including for two-year-old children. Staff share these with parents to celebrate achievements and use them to plan next learning aims. Staff make effective use of such assessments to target areas where children are below the expected levels for their age.

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

All children and babies are very settled, happy and show they feel secure in the welcoming environment. An effective system means that babies and young children form strong bonds with the staff member who takes special care of them, and who is very responsive to their needs. Babies and toddlers enjoy soothing talk and cuddles when in need of comfort. They go off to sleep swiftly when put into their cot or on a cosy mattress bed by their special person. This approach successfully promotes both their physical and

emotional needs. The staff meet babies' needs exceptionally well because they follow their home routines closely.

Good quality child-size furniture enables non-walkers to reach vital physical milestones. For example, they crawl and pull themselves to stand on the low, wooden furniture or are helped by their special person to explore. As the children grow and develop, each room's lay out and each staff member successfully enables babies and toddlers to become more independent and to learn personal-care skills. Older children use the toilet independently and staff teach them to wash their hands before mealtimes, so they learn good hygiene routines.

All children behave extremely well. Relationships between staff and children are strong at all levels. Staff are good role models for children's behaviour. They praise and encourage children consistently. The stimulating, well-resourced environment effectively supports children's all round development.

The nursery staff pay particularly good attention to promoting children's understanding of healthy lifestyles. Children enjoy a tasty and nutritious cooked meal at midday which they relish. Other meals are served at appropriate times to suit children's needs. However, staff do not make the best use of the lunchtime routine for the oldest children. Learning opportunities are missed because staff do not have the very highest expectations of what these children can do.

There is robust attention to cleanliness to minimise cross infection with staff carrying out regular cleaning routines. Younger age groups benefit from making their own decisions about whether to play indoors or outside. This means that they can have plenty of physical exercise in all weathers. Older children use the garden regularly in groups during the morning and afternoon. Children enjoy developing their movement skills taking measured risks but in a safe environment. They have fun when they run in the rain in their wet-weather outfits and pedal tricycles around, using the space well.

Younger toddlers practise their physical skills frequently, such as when they climb in and out of a sandpit. All children show they feel safe and secure through the attention they receive from the staff. Staff place good priority on security and safety arrangements. For example, staff make sure passwords are used if family members collect children. Transfers from home to nursery are managed well with the offer of a home visit and flexible settling in visits. Staff manage moves within the nursery well, which leave children and parents feeling positive about the experience.

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

The provider and senior management team work collaboratively with the new manager and staff to ensure they implement the safeguarding and welfare requirements effectively throughout the nursery. The focus on achieving high positive outcomes for children means that the nursery provision is continually moving forward in terms of quality and

improvement.

All new staff receive robust induction training to ensure they are fully aware of their roles and responsibilities, including maintaining appropriate ratios at all times. Staff supervise children closely at all times, including during mealtimes. Staff have a secure knowledge of the nursery's child protection, whistle blowing and social media procedures. They are fully aware of each person's responsibilities and any associated documentation. Robust systems are in place for the recruitment and vetting of all staff. Ofsted is informed of new managers. Regular staff supervision, monitoring and training takes place. Management both celebrates good practice and addresses any staff under performance. This drives improvement successfully. The manager checks that the provider's values are understood across the whole staff team. However, checks on the different groups of children's progress and individual staff's teaching practice do not focus closely on the impact of staff practice to improve teaching to a consistently very high standard.

The senior management team has a clear picture of the nursery's strengths and areas for improvement. Management has worked out a robust action plan over the last few months to ensure that good quality early years provision is always on offer to children. This includes investment in freshly decorated, calming playrooms and new facilities, such as a soft play area, all of which benefit children. The provider has interesting aims for the future that include raising the profile of the nursery and its place in the community, and to engage more with the local families offering support where required. The newly appointed manager shows great passion and enthusiasm in the role with plenty of well-targeted ideas for improving the quality of the provision. Staff are listened to with regard to evaluating the nursery's provision, making improvements. Management listens to staff concerns and addresses these.

Partnership with parents is successful. Staff are welcoming and friendly when parents arrive, and operate an open-door policy for them. The staff have regular useful communication with parents about the children's care, activities and progress. Parents speak very positively of the nursery, the staff, the stimulating environment and of how well their children are learning and the care provided. A newly devised website, use of electronic mail and social media keep parents up to date with nursery events. Through collaborative working staff encourage parents to support children's learning at home, for instance on how to promote babies' communication. Partnerships with external agencies and other providers are very well established. They successfully help to promote consistency of children's care and learning, and mean that children with particular needs have the additional support required.

### 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

<b>Unique reference number</b>	EY379569
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	995626
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	130
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Sunrise (Little Shipmates) Ltd.
<b>Date of previous inspection</b>	01/12/2008
<b>Telephone number</b>	01329518888

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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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