

# Happy Stars

46 Glanville Avenue, SCUNTHORPE, DN17 1DD

<b>Inspection date</b>	12/01/2015
Previous inspection date	24/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Management do not fully understand how to maintain the required adult-to-child ratio. This results in some occasions, early in the morning, when these ratios are not met. This is breach of requirements. As a result, staff are not able to meet children's individual needs.
- Staff do not plan a range of outdoor activities or enable children to access the outdoors on a daily basis. As a result, children do not benefit from regular fresh air or opportunities to play and learn outside.
- The quality of teaching is variable. Staff do not consistently engage children in purposeful learning, with specific regard to the toddler room. Also the observation of children's learning is inconsistent. As a result, these children do not make consistently good progress because the teaching is not always sharply focused.
- At times, opportunities for children to develop independence in everyday routines are not consistently promoted. For example, after mealtimes children are not encouraged to have a go at washing their own hands and faces when age and stage appropriate.
- Management have not embedded a rigorous system for the monitoring of staff practice, for example through regular observations. As a result, teaching is variable and children do not benefit from consistently good learning experiences.

### It has the following strengths

- Children settle quickly as a result of robust settling-in procedures.

## 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 both rooms of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the assistant manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Samantha Hoyes

## Full report

### Information about the setting

Happy Stars nursery opened in 2002 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor of a detached house in a residential area of Scunthorpe. The nursery operates from two rooms and has an enclosed outside play area. It is open from 8am to 6pm, Monday to Friday, all year round, except for the week between Christmas and New Year. The nursery provides care for children aged from three months up to the age of two years. There is a sister site elsewhere that offers care for children aged from two to five years. There are currently 46 children aged from four months to two years on roll. Children attend for a variety of sessions and are drawn from the local area. The setting supports children who speak English as an additional language. The nursery receives support from the local authority. The setting employs 14 staff, 13 of whom hold an appropriate childcare qualification.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that enough staff are on site to maintain the required adult-to-child ratio of one member of staff for every three children at all times, so that children's individual needs are consistently met
- ensure children have access to the outdoor environment on a daily basis
- ensure regular observations of children's ongoing learning are used to assess children's abilities and progress so that teaching is sharply focused to match their individual needs and engages all children in purposeful learning.

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

- promote further children's emerging independence skills by, for example, encouraging them to take responsibility for their personal care, appropriate to their individual age and stage of development
- develop further the systems in place for the monitoring of staff, for example through regular observations of teaching practice, so that children benefit from consistently good learning experiences.

## Inspection judgements

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

The quality of teaching is variable. Staff do not consistently engage children in purposeful learning, particularly in the toddler room. As a result, children do not make consistently good progress in their learning. Staff working with the youngest babies however, effectively engage children through a stimulating range of experiences. For example, staff support young babies as they hook beads and bangles onto a mug tree, offering praise and encouragement. This promotes children's personal, social and emotional development and as a result, children keep trying, developing the skills needed for the next stage in their learning. Children who speak English as an additional language are supported in their early communication skills as they copy actions to their favourite songs. In the toddler room some group activities support children's emerging language skills. For example, during small-group times some staff use appropriate language to support and adequately engage children. At other points, to some extent staff promote children's mathematical development as they engage children in number rhymes.

Environments are planned using the staff's knowledge of the children in their care. This ensures that most children are adequately engaged as they move freely between the resources on offer. Observations and assessments are used to monitor and plan purposeful next steps in children's learning, however these are inconsistent. For example, in the baby room staff use their knowledge of the prime areas to build on the learning recognised, so children make progress in their learning. However, in the toddler room observations are infrequent, resulting in teaching not always being sharply focused to successfully promote children's ongoing learning.

Staff use a variety of techniques to ensure children are ready for the next stage in their learning. For example, children who are moving up to the nursery's sister provision are supported to use a plate and open-top cup during mealtimes. This supports children's ongoing development. Children attend the new site for visits with their key person and as a result, children feel safe and secure in their new environment. Partnerships with parents are adequate. The nursery engages parents in their children's learning through the sharing of learning journals and through displays, for example. The nursery also works hard to regularly share information with parents through strategies, such as daily diaries. This ensures that parents receive regular information about the care their children receive whilst at nursery, ensuring continuity for each child.

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

Children's well-being is not consistently met as on occasion, early in the morning, not enough staff are present to maintain ratios. As a result, there is not enough staff to meet children's individual care needs. Children do not have daily access to the outdoor area. As a result, children do not benefit from regular fresh air and play opportunities offered by the outdoors. The provider has recognised that the outdoor play surface is on parts unsafe, but has not acted quickly enough to ensure that alternative arrangements are

made. Children learn some strategies to keep themselves safe. For example, staff encourage them to tidy up toys, so they do not pose a hazard to themselves or others.

Children are supported, at times, to develop their independence skills. For example, they choose their own spoons and forks at mealtimes and staff support, encouraging them to make use of these tools. However, at other times in the routine there is scope to improve support for children's emerging independence. For example, children are not encouraged to wipe their own hands and faces after mealtimes.

Children appear content in the nursery and settle quickly as a result of caring relationships with staff and robust settling-in procedures. Children develop a strong sense of self. This is because staff use a variety of strategies to let children know they are valued. For example, children smile as they recognise their pictures and self register to say they are here today.

Children are emotionally prepared for the next stage in their learning. This is because staff take the time to discuss these next steps and support with visits when applicable. Children are supported to develop healthy lifestyles. For example, staff encourage children to take regular drinks from their cups and reinforce this with offering healthy options during snack time.

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

The nursery is not meeting all of the requirements of the Early Years Foundation Stage. Management do not fully understand how to maintain the required adult-to-child ratio. This results in some occasions, early in the morning, when these ratios are not met. This is breach of requirements. As a result, staff are not able to meet children's individual needs. Systems for monitoring the quality of teaching and the educational programme are not yet embedded. For example, observations of staff practice are infrequent. As a result, the quality of teaching is variable and children do not benefit from consistently good learning experiences. Staff are to some extent supported to develop their knowledge and skills, but the impact of training and qualifications is not sufficient to ensure that children make consistently good progress and have all of their needs met.

Staff have a sound awareness and knowledge of child protection issues. Staff are aware of the procedures and who to call should they have a concern about a child. As a result, children are protected from potential harm. Clear recruitment procedures are in place, which include obtaining Disclosure and Barring Services checks for all staff. Consequently, children are cared for by staff whose suitability has been checked. Risk assessments are in place and are supported by daily checks. This ensures that children are kept safe from potential hazards on a daily basis whilst in the setting. Management act quickly to prevent accidents, but do not sufficiently consider their responses to these hazards to ensure that children are not disadvantaged in their play and learning.

The nursery has addressed actions and recommendations made at the last inspection. For example, they have implemented a systems of self-evaluation to help them to identify

some of the strengths and areas for improvement within the provision. Partnership working with other providers and parents is adequate. Parents receive good information through notice-board displays and they mainly make positive comments about the setting and the standards of care and learning their children receive. Links with the sister nursery have a positive impact on outcomes for children as arrangements for children moving on are well considered.

### **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>	EY101918
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	961871
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Happy Stars Limited
<b>Date of previous inspection</b>	24/10/2011
<b>Telephone number</b>	01724 876200

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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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