

5 Star Day Nursery Limited



382 Hamstead Road, Great Barr, Birmingham, West Midlands, B43 5EH

Inspection date 14 April 2015
Previous inspection date 14 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning and development. This is because staff use observation effectively to identify what arouses children's curiosity and interests, in order to provide enjoyable learning experiences.
- The management team promotes many varied ways to engage and involve parents in nursery activities. Regular communication ensures information is shared to promote continuity in children's care, learning and development.
- Children display high levels of independence, trust and curiosity. This is because the nursery effectively implements the key-person system, ensuring children build secure and meaningful relationships with staff.
- Children are protected from harm. Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children.
- The owner and management team are highly motivated and strive for excellence. They regularly reflect on practice, prioritise improvements and constantly improve outcomes for children.

It is not yet outstanding because:

- Some staff are not as highly skilled as others in consistently promoting rich and varied play and learning experiences for children.
- The management team has not yet developed a highly successful system to track and monitor the learning and development progress for groups of children.

What the setting needs to do to improve further

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

- develop all staff's skills and attributes, for example, by using more modelling and coaching to further improve the quality of teaching
- identify the effectiveness of directed interventions, such as funded two-year-old places, so that the manager can more astutely target the educational programme to help all children make as much progress as possible.

Inspection activities

- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector discussed the effectiveness of supervision and monitoring of practice with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector held meetings with the owner, the management team and she had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation and those spoken to on the day.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff ensure that children are motivated to initiate their own play. They regularly rotate resources according to individual babies and toddlers interests and needs. However, some staff are not yet skilled in planning for the richest learning possible. This means children are not always provided with the highest levels of challenge in their learning. Staff skilfully engage children in smaller groups. Older toddlers listen to a story. Staff use descriptive language well and point out illustrations in the book. This helps children to make sense of what they already know about their world and promotes their early literacy skills. Staff expertly build on children's interest in vehicles. Children make marks on large rolls of paper as they fasten pens to cars with tape. Staff help children to consider what their marks represent and help them make sense of their ideas. Outside, staff promote children's imaginative play. They provide water and sponges and children create a car wash area. Staff engage children in conversation, which motivates children's thinking and promotes their communication and language skills. Overall, staff help children to be active and motivated learners, who gain the necessary skills to support their future learning.

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

Managers have reflected critically on how they can overcome space restrictions. They have reorganised the environment to promote more access to resources that cover the seven areas of learning. Staff are deployed well and children make more independent choices about what they play with. Children are safe. Staff make daily checks to ensure good steps are taken to remove or minimise any potential risk. Children respond well to the changes that happen within the routine and are able to adjust their behaviour. They recognise that the music being played is a signal for 'tidy-up-time'. Children access the small outdoor area at times during the day. Babies and toddlers are able to climb and explore with developmentally- appropriate support and encouragement from their key person. Physical play is further promoted through regular organised trips to local parks.

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

Children's home language is respected and widely used in the information the nursery shares with parents. All required documentation is clear and well written, including risk assessments. All staff have a good understanding of their responsibilities with regards to child protection. The well-qualified staff use the nursery's good processes for assessing and tracking children's development well. This allows them to quickly identify any gaps in development. However, the management team has not yet developed highly successful ways of monitoring the progress of groups of children, so that they can target and rapidly close any gaps in learning. Staff performance is monitored through regular supervision. Staff show commitment and enthusiasm as they embrace opportunities to develop their knowledge and skills. Effective joint working ensures that children with special educational needs and/or disabilities receive targeted support. Consequently, they are involved and engaged in all activities and make continual improvement in their development.

Setting details

Unique reference number	EY433294
Local authority	Sandwell
Inspection number	1010976
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	61
Name of provider	5 Star Day Nursery Limited
Date of previous inspection	14 April 2014
Telephone number	07973 751 136

5 Star Day Nursery Limited was registered in 2011. The nursery employs 13 members of childcare staff. All hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status and one with a degree in early years education. The nursery opens Monday to Friday, for 50 weeks of the year. Sessions are from 7.30am until 6.30pm, including a before and after school service. The nursery provide funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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