

# Starjumps Nursery, Creche and Out of School Provision



Furzefield Centre, Mutton Lane, Potters Bar, Hertfordshire, EN6 3BW

<b>Inspection date</b>	24 April 2015
Previous inspection date	22 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good, because staff celebrate children's interests and promote their learning through play. They are knowledgeable about the areas of learning, maintain informative assessments of children's skills and promote their next steps of learning in activities. Consequently, children make good progress in their development.
- The key-person system is implemented well, and as a result, partnerships with parents are effective. Staff exchange daily information with parents about children's care routines and well-being to ensure their needs are always met.
- The new management team closely coaches and monitors practice. Staff participate in regular training, meetings and individual supervision sessions to reflect on all aspects of their practice, and ensure positive outcomes for children.

### It is not yet outstanding because:

- Links with other settings children attend are not fully developed. As a result, children who attend more than one provision do not fully benefit from continuous support to their learning.
- Resources and activities do not fully promote children's different cultures and home languages. As a result, those who speak English as an additional language do not benefit from full support.

## What the setting needs to do to improve further

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

- enhance links with other settings children attend to ensure that children who attend more than one provision fully benefit from continuous support in their learning
- maximise the support given to children who speak English as an additional language, by providing them with more opportunities to use their home languages and more activities that promote their cultural backgrounds.

### Inspection activities

- The inspector observed activities, spoke to staff and interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability checks and safeguarding procedures.
- The inspector looked at a number of the children's assessment and planning records.
- The inspector had a tour of both indoor and outdoor play areas. She also viewed the rooms used for the creche and out-of-school club.
- The inspector sought out the parents' views through discussions on the day of the inspection and through written feedback.

### Inspector

Karina Hemerling

## Inspection findings

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

Staff use approved development guidance to monitor children's progress. Partnerships with parents are secure, and staff regularly exchange with them information about children's learning. This enables parents to support children at home. Some children attend other settings. However, links with other settings are not fully developed, and those children do not fully benefit from continuous support. Children of all ages play together and staff skilfully adapt teaching to meet their needs. For example, older children learn positional language and are role models for younger peers as they help them to place a teddy bear on, under and behind a chair. Staff do not fully support children who speak English as an additional language, as their cultures and home languages are not fully promoted in practice. Children enjoy reading, singing and group discussion. Through these daily sessions, staff skilfully prepare children to successfully start at school.

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

Children are effectively introduced to healthy lifestyles. They are provided with freshly cooked and nutritious meals, which are prepared according to approved guidance for children aged under five years. Children participate in daily exercise sessions and freely access the outdoor environment. As a result, they develop their physical skills well. Staff teach children to manage their own needs, as they learn the importance of washing hands and master toileting skills. They use praise to maximise children's self-esteem, confidence and effectively support their emotional development. As a result, they behave well. Staff teach children to be cautious as they learn about personal safety. Recently, they learnt about traffic signs and road safety. Staff introduce children to aspects of their future learning, and they are confident when they move on to school.

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

All safeguarding and welfare requirements are met in practice. Staff participate in child protection training and know the steps to take to keep children safe. Practice is well documented, and new leaders confidently manage the setting in partnership with staff and parents. Recruitment procedures are robust and staff's suitability is closely monitored. There is a thorough induction process for parents and staff to understand the policies and procedures in place. Staff are deployed to provide children with effective supervision and attention. They conduct daily risk assessment checks to minimise risks, so children can play safely. There are links with outside professionals, which enable staff to promptly support children's emerging needs. Since the last inspection, all assessments and planning procedures were reviewed with the support from the local authority advisors, a qualified teacher and the new manager. Staff are qualified and continuously implement new ideas to improve the outcomes for children.

## Setting details

<b>Unique reference number</b>	EY402500
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1010748
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Hertsmere Leisure
<b>Date of previous inspection</b>	22 April 2014
<b>Telephone number</b>	01707850555

Starjumps Nursery, Creche and Out of School Provision was registered in 2010. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3, including one who holds an Early Years degree and one who holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round, and sessions are from 8am until 6pm. The creche opens for limited hours, according to the needs of the leisure centre. The out-of-school club operates only during school holidays. The nursery supports children who speak English as an additional language. It provides funded early education for two-, three- and four-year-old children.

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