

# Starjumps Nursery

The Becc, Shakespeare Drive, BOREHAMWOOD, Hertfordshire, WD6 2FD



## Inspection date

27 May 2015

Previous inspection date

19 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		Outstanding	1
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

- Practitioners provide activities that are interesting and children are therefore eager to get involved. The quality of teaching is consistently good because practitioners use their training and experience to support children's effective learning.
- Practitioners make excellent use of the inspiring outdoor area to support children's learning across the curriculum. This means every child is learning in an environment that suits their specific needs.
- The children are superbly well behaved. This is because of the consistently calm and confident approach of all practitioners. They reassure children and help them to see how they can care for and be kind to others.
- Practitioners, parents and other carers work exceptionally well together to support children's care and learning. The highly effective teamwork ensures children's sense of security and they quickly learn to express their feelings in positive ways.
- Practitioners understand their responsibilities to safeguard children at all times. They are vigilant to all aspects of child protection and know when and how to act to ensure children's safety and well-being. The robust recruitment procedures ensure the suitability of practitioners to work with young children and their families.
- Practitioners evaluate the educational programme well. They reflect on their practice effectively, setting themselves challenging targets to improve children's experiences.

### It is not yet outstanding because:

- The planning of some activities is not always precise or communicated effectively to all practitioners to ensure optimal teaching.
- Managers are not making the maximum use of their peer observations to help improve practice.

## What the setting needs to do to improve further

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

- enhance children's experiences even further by improving the precision of the planning of the freely chosen activities, so that all practitioners always make the most of the learning opportunities
- strengthen the monitoring of practice even further, for example, by making greater use of the opportunities for peer observations to share best practice.

### Inspection activities

- The inspector observed activities indoors and outside and conducted a joint observation with the manager.
- The inspector, practitioners and children had wide-ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children.

### Inspector

Alison Reeves

## Inspection findings

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

Children thrive at the nursery. They are making very good progress because practitioners use their knowledge and experience to promote children's learning through purposeful play. Children delight in the interactive storytelling and the many chances to develop their writing and counting skills, all of which are vital to their future learning in school. Children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make particularly rapid progress in their speaking and listening skills. Practitioners effectively plan specific adult-led activities that help children to achieve their next steps in learning. There is scope to extend this to enhance the planning for the children's freely chosen activities, making them even more effective in helping children achieve. Children are very imaginative, enjoying make-believe play as they wash, dry and dress the baby dolls. Children relish exploring with their senses as they make and use their own coloured and scented dough.

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

Children lead a very active and healthy life at nursery. The delicious and nutritious meals and lots of outdoor play contribute significantly to this. Practitioners are expert role models, which helps children to learn quickly about sharing and taking turns. The exceptional relationships between children and practitioners support children very effectively to develop their self-confidence and fosters their willingness to try new things for themselves. As a result, children relish their opportunities for independence. They proudly show how they wash their hands and help with tasks, such as tidying away the toys. Children delight in caring for the plants in their garden. They look in detail at the soil, the leaves and flowers. Children assess the need for water to help with growth and explain how the sun will ripen the fruit, turning it red and making it ready for picking and eating. Children are safety conscious looking out for others when using the wheeled toys. They demonstrate their very clear understanding of risk as they use the play cones to close their road to traffic and create diversions around hazards.

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

Managers and the team of practitioners have a very clear and thorough understanding of the Early Years Foundation Stage. The ongoing supervision ensures practitioners continue to maintain and enhance their skills. Managers routinely monitor the quality of teaching and with the team, the progress of every child in the nursery. There is opportunity to extend this practice to enhance further the teaching skills across the team. This is because practitioners do not consistently have the opportunity to observe more experienced colleagues and to use what they see to enhance their teaching skills. The very effective professional partnerships with other local organisations actively contribute to the highly effective safeguarding arrangements. In addition, they make a significant positive contribution to children's progress, particularly where their development is below expectations when they start nursery.

## Setting details

<b>Unique reference number</b>	EY376291
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	858358
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	123
<b>Name of provider</b>	Hertsmere Leisure
<b>Date of previous inspection</b>	19 February 2009
<b>Telephone number</b>	02082367550

Starjumps Nursery was registered in 2008. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday for 48 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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