

# Starfish Day Nursery

52 Queens Road, Chadderton, Oldham, Lancashire, OL9 9HU



## Inspection date

Previous inspection date

30 September 2015

27 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is good. Well-qualified staff use their qualifications, experience and training well. Staff understand how children learn and plan activities based on their individual needs and interests. Children make good progress in their learning and development.
- The reflective and proactive managers understand their roles in meeting the statutory and other government requirements. They have successfully addressed the previous actions and recommendations following the last inspection. This has had a significant impact on children's safety and welfare and their learning and development.
- Partnership with parents is given high priority. Staff use innovative ways to keep parents informed about their children's progress. Parents' contributions are valued. Staff use effective strategies to gain information about what children learn at home.
- The environment is stimulating and welcoming. Challenging and purposeful activities engage and ignite children's curiosity. Therefore, all children are eager to explore, have a go and are motivated to try new experiences.
- The key-person system is effective. Staff recognise the uniqueness of each child. Children develop secure attachments with their special carer, which supports their emotional well-being. Children of all ages are happy and demonstrate high levels of confidence and self-esteem.

### It is not yet outstanding because:

- Group activities do not always fully support children's concentration, speaking and listening skills.
- There are less opportunities for younger children to use a range of information and communication technology resources for different purposes.

## What the setting needs to do to improve further

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

- review the organisation of group activities so that children are able to develop concentration, speak and listen without other distractions
- enhance opportunities for younger children to use a range of information and communication technology resources for different purposes.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the managers, early years consultant, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a selection of parents through discussion and also written documentation provided prior to inspection.

### Inspector

Layla Louise Clarke

## Inspection findings

### Effectiveness of the leadership and management is good

The joint managers use self-evaluation well to identify strengths and areas to improve. Parents', staff's and children's views are sought and included in action planning, in order to drive improvements. Safeguarding is effective. Since the last inspection, the security of the premises has been significantly improved. All staff undertake Disclosure and Barring Service checks before they are able to commence employment. This contributes to keeping children safe. The manager effectively checks staff performance through regular supervisions, appraisals and peer monitoring. This helps to ensure that children receive good quality teaching. Staff receive regular training and have monthly staff meetings to share ideas and best practice. Staff are confident in meeting all children's needs. The managers monitor children's progress. They track individual and different groups of children well and use the information to swiftly close gaps in learning.

### Quality of teaching, learning and assessment is good

Staff complete detailed observations and assessments of children's learning. They plan activities that follow children's current fascinations. Staff interaction is positive and children's language and communication skills are generally promoted well. However, the organisation of some group activities means that children are not always able to maintain concentration and develop their speaking and listening skills. Babies explore in foam, enjoying the sensory experience. During singing activities toddlers excitedly choose props from a box to indicate their favourite song choice. They engage in role play with staff who encourage them to write shopping lists. Older children delight in watching caterpillars emerge into butterflies. Staff capably extend the activity by providing books and toys about the life cycle, introducing new words, such as chrysalis. Staff provide the older children with a range of toys and equipment to promote their understanding of information and communication technology resources, so they become confident using this. However, these opportunities are less frequent for the younger children.

### Personal development, behaviour and welfare are good

Children are content in this friendly and inviting nursery. Effective settling-in sessions include home visits. Babies are secure and play in their cosy room and explore freely in their own outdoor area. Older children make independent choices about what they want to play with. Behaviour is good. Staff raise children's self-confidence as they reward personal achievements. Staff follow routines and plan activities which support children's growing awareness of health and hygiene. Physical well-being is given high priority. Mealtimes are positive social occasions. Staff sit with children as they eat and engage them in lively discussion. This helps children to develop good social skills. Staff have developed good links with local schools, to support the move on to school.

### Outcomes for children are good

All children make good progress and reach at least the typical levels of development in relation to their starting points. Younger children quickly become secure, building close attachments. Older children learn to manage their personal needs independently to support their future learning in readiness for school.

## Setting details

<b>Unique reference number</b>	EY275059
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1016682
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Starfish Day Nursery Ltd
<b>Date of previous inspection</b>	27 May 2015
<b>Telephone number</b>	0161 626 9470

Starfish Day Nursery was registered in 2004. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2, 3 and 4. The nursery opens from Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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