

Yellow Star Nursery

6a High Street, Wheathampstead, ST. ALBANS, Hertfordshire, AL4 8AA



Inspection date

28 October 2016

Previous inspection date

2 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children form strong bonds with their carers and settle well. Staff gather information on children's routines and preferences and offer settling-in sessions. Staff ensure that children's meals and rest times are taken into consideration.
- Children enjoy a wide variety of activities inside and outdoors. They benefit from fresh air and exercise outside through organised activities and free play. The garden area has been developed to replicate areas found inside, such as a reading area and home corner, to promote children's literacy and encourage their imagination.
- Staff know how to support children in their learning and provide a good range of play and learning opportunities. Most children make strong progress at the setting.
- Partnerships with parents are strong. Staff communicate with verbal feedback at the end of each day. Parents regularly email the manager with questions and receive prompt responses. Parents make positive comments about how caring and informative staff are. Furthermore, parents value the activities and outings available for children, such as feeding the ducks, in the local community.
- Staff work in partnership with other professionals, including health visitors, speech therapists and the inclusion team, to further support children with their health and learning needs.
- Staff work with local school staff to help children with their move on to school. They share information about children's progress and invite teachers to visit. Staff also collect children from a local playgroup and have developed close links with staff there.

It is not yet outstanding because:

- Staff do not gather sufficiently detailed information from parents about children's abilities when they start at the nursery, in order to plan effectively from the beginning.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know and can do when they start at the setting, in order to plan effectively from the beginning.

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 observed a planned activity and jointly evaluated this with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant records, such as the setting's self-evaluation, and viewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views. The inspector also took account of the views of parents as provided in documentation.
- The inspector looked at a range of documents, including the safeguarding policy. She also viewed some observation and assessment records.
- The inspector spoke to staff and children at appropriate times throughout the inspection.

Inspector

Rebecca Williams

Inspection findings

Effectiveness of the leadership and management is good

The manager checks the suitability of staff through robust recruitment procedures. Staff have an induction followed by regular supervision meetings. The manager ensures that she helps staff to develop professionally as individuals and as a whole team. She is aware of the team's strengths and weaknesses and collaborates with the tutors of apprentices. Safeguarding is effective. Staff are aware of the policies and procedures. They can identify the possible signs and symptoms of abuse and understand how to refer any such concerns. Staff carefully check the environment for any risks. Staff have regular team meetings and their feedback and discussions help to shape the evaluation of the setting. The manager includes the opinions of parents and children when evaluating practice. For example, children's likes and preferences are taken into account when reviewing the menu. Parents praise the setting and say they cannot suggest where it could improve.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of the children they are supporting. They observe children and carefully track their progress over time. However, staff do not gather sufficient information when children start at the setting. Children's learning is regularly shared and there are formal parents' evenings to discuss their progress. Parents share information from home with their child's key person. Young children delight in painting their hands and pressing it on the paper. Staff smile warmly and are encouraging when children paint their hands and nose. Children slide their feet in the tray of paint and walk on the paper. Staff carefully support children and make suggestions to extend play. For example, they support children closely as they learn to jump and introduce a range of new painting resources. Staff model how to use sponges. They narrate and ask questions during the activity, developing children's communication skills. Staff plan effectively to support children's learning.

Personal development, behaviour and welfare are good

Staff promote children's independence. Young children are encouraged to feed themselves and explore their food. Older children serve their own food and drink and eat with appropriate cutlery. Children often make the pudding for the evening meal, such as banana bread or apple jacks. Children learn about healthy foods. They are encouraged to develop their self-identity and confidence, bringing in their own water bottles and making choices between activities and resources. Staff teach the values of respect and tolerance and there are resources to celebrate diversity. Children behave well.

Outcomes for children are good

Children are well prepared for school or the next stage in their learning. They are supported to develop the skills they need, such as writing their name and managing their personal care. Children are emotionally prepared for the move on to school. They are making strong progress, including those that need additional support. The setting has received additional funding, which has been used well to help develop the garden area to support children to improve their physical skills.

Setting details

Unique reference number	EY442233
Local authority	Hertfordshire
Inspection number	1065852
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	85
Name of registered person	Yellow Star Limited
Registered person unique reference number	RP531378
Date of previous inspection	2 May 2013
Telephone number	01582 832 343

Yellow Star Nursery was registered in 2012. The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one at level 6. One staff member holds an appropriate qualification at level 2. There are four apprentices. The nursery opens all year round from 7.30am to 6.00pm, Monday to Friday, apart from a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

