

# Star Day Nursery

21 East Hill, Dartford, DA1 1RX



## Inspection date

5 January 2017

Previous inspection date

30 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Effective partnerships with parents help support children's learning in the nursery and at home. Staff and parents share information regularly, which helps staff meet children's care and learning needs effectively.
- Children develop excellent levels of emotional well-being. Staff are highly successful as they help children to learn to respect and value each other. Children quickly understand how to manage their behaviour extremely well.
- Senior management oversees the work of the staff well. For example, it provides regular meetings, peer support and training, and observes their practice. This helps develop staff's skills and provides better outcomes for children.
- Staff make good observations of children's progress and use the information well to help them plan for the next stages of learning. Children make good progress.
- Senior management makes good use of the self-evaluation systems. The team monitors the quality of teaching effectively and provides constant support to keep improving outcomes for children.

### It is not yet outstanding because:

- On occasions, staff respond too quickly after asking children questions or giving them information. Children do not have enough time to think and develop their responses.
- At times, staff do not encourage children to develop their own learning during routine and group activities.

## What the setting needs to do to improve further

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

- build further on opportunities to develop children's thinking skills
- review and improve some routine and group activities to provide children with greater opportunities to develop their own learning.

### Inspection activities

- The inspector observed activities and the quality of teaching, both indoors and outdoors.
- The inspector sampled a range of documentation, including children's development records, the self-evaluation form, and key policies and procedures.
- The inspector took account of the parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting and completed a joint observation with the nominated person and area manager.

### Inspector

Maxine Ansell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to keep children safe and have a good understanding of their responsibilities. They know what to do should a child be at risk of harm. Staff have good opportunities to complete training and work together with senior management to help raise the quality of teaching, which benefits the children. The area manager monitors children's overall development well and identifies where groups of children may need additional support. Risk assessments are carried out effectively to help ensure children remain safe and secure. Staff are vigilant and supervise children well at all times.

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

Staff provide interesting activities for children to explore and extend their curiosity. For example, babies enjoy investigating the feel and texture of shaving foam and the effect when clapping their foam-covered hands. Staff support children's early mathematical skills well. For instance, children use mathematical terms as they count or sort and categorise items according to the shape and colour. Staff provide messy and creative play activities, such as allowing children to make the modelling dough and decorate their paintings with glitter and stickers. Staff help older children think of ways to solve problems for themselves. For example, children decided which soft-foam shape they need to build a castle with a tower.

### Personal development, behaviour and welfare are outstanding

The excellent key-person system provides highly successful support to help children settle quickly as they move to their next room. For example, the key person holds an extremely detailed meeting with the next key person to ensure they have a comprehensive understanding of children's emotional needs. The highly stimulating and extremely well-organised resources allow children to show exceptional imagination as they build towers, castles and paths with blocks. Children's differences and similarities are excellently supported and respected, such as when they are greeted in their home languages at group time. Staff are highly effective at helping children develop a healthy lifestyle. For example, older children show high levels of self-control as they complete an inspirational active session where they enthusiastically develop their physical skills.

### Outcomes for children are good

Children develop good skills to prepare them for their future learning and in readiness for school. For example, children of all ages are strong communicators and older children manage their personal care independently. Children and babies are friendly and sociable and show consideration for others. For example, sharing resources without being prompted by staff.

## Setting details

<b>Unique reference number</b>	EY456320
<b>Local authority</b>	Kent
<b>Inspection number</b>	1063185
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Stand Out Theatre Limited
<b>Registered person unique reference number</b>	RP529334
<b>Date of previous inspection</b>	30 May 2013
<b>Telephone number</b>	01322836090

Star Day Nursery registered in 2012. The nursery is situated in the East Hill area of Dartford, Kent. It is open each weekday from 7am to 7pm for most of the year, except public holidays. The nursery employs 12 members of staff. Nine of whom, including the manager, hold appropriate early years qualifications to level 3 and above. The nursery receives funding to provide free early education to children aged two, three and four years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

