

# SureStars Day Nursery Limited



Kingsway Primary School, Baker Avenue, LEAMINGTON SPA, Warwickshire, CV31 3HB

<b>Inspection date</b>	13 March 2017
Previous inspection date	6 August 2013

<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
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

- Staff observe children and identify their next steps for learning. Overall, they plan a broad range of stimulating learning opportunities, linked with children's interests, in order to help them make good progress.
- Babies and children forge warm, affectionate relationships with staff. They settle well and show that they feel safe and secure. They are happy and eager to explore their surroundings and participate in activities, and are growing in confidence.
- Staff build good relationships with parents and carers. They exchange information about children's care and learning, helping to promote a consistent approach to their development. They work in close partnership with external agencies to support children who need additional help and those who have special educational needs and/or disabilities.
- Managers meet regularly with staff as part of performance-management systems. Staff are supported to gain a formal or higher childcare qualification, helping to develop their teaching skills, practice and understanding.

### It is not yet outstanding because:

- Occasionally, there are variations in the quality of staff's assessments of children's progress.
- Managers have not yet developed a highly successful system to track children's attainment in order to analyse the progress being made by specific groups of children.

## What the setting needs to do to improve further

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

- strengthen the quality of staff's assessments and achieve consistently high standards across the nursery
- extend the systems for reviewing children's achievements to include the progress made by specific groups of children and use this information to inform further planning as needed.

### 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 completed a joint observation with the nursery manager. She discussed the nursery's self-evaluation with the manager.
- The inspector held a meeting with the nursery manager and her business partner. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views. She spoke with staff and children during the inspection.

### Inspector

Victoria Mulholland

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff understand their responsibility to keep children safe and protect them from harm. Arrangements for safeguarding are effective. Staff understand the procedures to follow if they have concerns about a child's welfare. Managers identify the strengths of the nursery and aspects for further development. They implement improvement plans in order to continue driving standards. Despite minor inconsistencies in the quality of staff's assessment, managers effectively monitor individual children's progress. However, they do not yet evaluate the progress made by specific groups of children, such as boys and girls or those with additional funding, to review the effectiveness of provision for these groups.

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

Staff understand how to support children's learning through play and activities. They follow children's lead and build on their interests. For example, they respond to babies' interest in books, taking the opportunity to read to them. Staff effectively promote children's speaking and communication skills, including those who speak English as an additional language. They repeat back what children say and introduce new words to enrich their vocabulary. They ask questions, listening and responding to their ideas. Staff build on children's early mathematical understanding. They model language to talk about size, height, position and quantity and encourage children to count. They help children to develop an understanding of growth and change. For instance, they provide opportunities for children to observe caterpillars and witness their transformation into butterflies.

### Personal development, behaviour and welfare are good

Staff are kind, attentive and nurturing. They create an attractive, interesting learning environment for children. Children have lots of opportunities to choose activities and resources and follow their own interests. Staff show children how to do things and encourage them to have a go for themselves. They set a good example and help children to share and take turns. Children behave well. They develop independence in their personal care, relative to their ages and capabilities. Children benefit from nutritious, freshly prepared meals and snacks. They learn about healthy choices and foods and have daily opportunities to play and continue their learning outside. Staff provide opportunities for children to learn about a variety of festivals and celebrations. Children learn about their own families' traditions and those of other people and communities.

### Outcomes for children are good

Children make good progress in their development and gain key skills needed for their future learning. They are well prepared for moving on to school when the time comes. Babies relish sensory exploration with flour. They enjoy looking at photographs of themselves and their families. Young children enjoy playing with toy people, trucks and fire engines. They maintain focus on their self-chosen activities for a sustained period of time, showing good levels of interest and engagement. Older children are keen to join in with a game of skittles, waiting patiently for their turn and eagerly counting how many they knock down. They use magnifying glasses to look closely at caterpillars, drawing pictures of what they see. They begin to link sounds to letters and write their names.

## Setting details

<b>Unique reference number</b>	EY403898
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1065472
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	SureStars Day Nursery Limited
<b>Registered person unique reference number</b>	RP905582
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	01926887178

SureStars Day Nursery Limited was re-registered in 2009. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications, including four at level 2, 10 at level 3 and five at level 5. The nursery opens from Monday to Friday all year round, except for bank holidays and two staff-training days. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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