

## Inspection date

22 March 2017

Previous inspection date

12 February 2015

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

- The manager and deputy manager have recently completed degrees in early years education. They are very successful in raising standards to increasingly high levels across the nursery. Experienced staff and committee members are also a huge asset.
- Staff follow thorough policies, procedures and risk assessments to maintain safe and hygienic environments where children play. Staff are well supervised and deployed to assure children's constant safety and well-being. Children feel happy and secure.
- Staff use accurate assessments as the basis for creating ways to capture children's curiosity for learning. Children are confident to explore and quick to investigate new challenges. They are imaginative in their play and persistent when problem solving.
- Staff work exceptionally well together. They model high levels of respect, teamwork and cooperation. Children's behaviour is extremely good for their ages. Toddlers are kind to each other and older children learn to listen, negotiate and share their ideas.
- Children make good levels of progress in their learning and are emotionally well-prepared for their moves to school. Overall, managers use their monitoring systems to ensure outcomes for children are good across all areas of learning.

### It is not yet outstanding because:

- At times, early support for some of the youngest children, such as those with delayed starting points, is not closely coordinated with their parents, to prepare children as fully as possible for change, such as when moving on to older age groups.

## What the setting needs to do to improve further

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

- use, share and evaluate targets more sharply to rapidly address any possible delays in children's progress as early as possible, in a more effective partnership with their parents.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outside.
- The inspector talked with parents and listened to their views about the setting and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager, deputy manager and chairperson of the parent committee.
- The inspector undertook a joint observation with the manager and discussed how staff training, experience and practice improved outcomes for children.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are well trained in child protection and know how to identify, prevent and report any concerns about a child's welfare. Self-evaluation is thorough and is informed by the views of staff, parents and children. For example, staff and parents recognise the benefits of new systems for monitoring and sharing updates on children's progress. Overall, managers monitor the performance of staff effectively to support them to implement their roles fully. They ensure staff benefit from continuous professional development opportunities to improve their skills and learning outcomes for children. For example, the special educational needs coordinator has a generally good understanding of her role to provide further support to all children.

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

Experienced staff skilfully use any additional funding to meet children's individual needs and extend every child's learning. For example, children examine small zoo animals, learn to care for chicks and engage in storytelling. Staff reflect well on their practice and provide varied activities and exciting environments where children have plenty of opportunities to play, explore, discover and create. For example, children smell, sort, and recognise differences between vegetables. They pretend to shop, weigh, prepare and cook dishes from around the world. Staff help older children learn how to use lists to remember shopping and follow a sequence of instructions as they use recipe cards.

### Personal development, behaviour and welfare are outstanding

Kind and attentive staff help babies to settle quickly as well as shy children to gain self-confidence. All children needing emotional stability continue to flourish well. Staff display an exceptional commitment to improving children's health. For example, they inspire children to think about the nutritional value of different foods and make healthy choices. Children recognise that fruit and vegetables help growth. For instance, they talk about swapping sweet ingredients for healthier ideas as they create 'cakes' from different materials, such as flour, playdough or mud. Staff help children master skills for school, for example, as they learn to cook safely and hygienically. Children find gloves and aprons, put their hair up and share tools.

### Outcomes for children are good

Overall, all children make good progress from their starting points. This includes children who are disadvantaged and those who have special educational needs, such as speech delay. All children develop the key skills they need to be ready for the next stage in their learning. For example, children listen attentively and learn to speak clearly. They are socially skilled and develop good physical skills, such as pedalling, constructing and using small tools.

## Setting details

<b>Unique reference number</b>	EY314841
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1085839
<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 - 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Star Playschool Committee
<b>Registered person unique reference number</b>	RP910809
<b>Date of previous inspection</b>	12 February 2015
<b>Telephone number</b>	01256 473345

Star Playschool and Nursery registered in 2005. The setting is situated within the grounds of Chiltern Primary School, in Basingstoke, Hampshire. It is open each weekday from 8am to 6pm, for 51 weeks a year. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 15 staff working with the children, 12 of whom hold appropriate qualifications at level 3 or above. The manager and deputy manager hold relevant degrees. The setting also employs an administrator.

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