

Starfish Day Nursery

Starfish Childrens Day Nursery, 2 Delta Business Park, Salterns Lane, Fareham,
Hampshire, PO16 0QS



Inspection date

Previous inspection date

26 April 2017

3 November 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider fails to meet a number of requirements of the early years foundation stage and the Childcare Register. These failings undermine the safety and well-being of children in the nursery.
- Staff do not manage older children's behaviour effectively and do not engage children's interest. Children behave in ways that are unsafe towards others.
- Staff are not deployed to meet children's care or learning needs or ensure their safety. Staff are not alert to young children taking risks that compromise their safety.
- The provider does not yet have effective arrangements in place for the supervision of staff that focus on strengthening the quality of teaching.
- Staff do not make effective use of assessment information to plan suitably challenging activities that engage children and help them to do well in their learning.
- On occasion, staff share inaccurate information with parents and professionals for children who have special educational needs and/or disabilities and speech delay, and they do not receive targeted intervention to meet their needs.

It has the following strengths

- Leaders have an accurate understanding of what needs to improve. They are taking action to address the weaknesses, although it is too soon to see the impact of this yet.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure staff manage children's behaviour consistently, taking full account of children's level of understanding, and help children to learn to manage their feelings effectively	01/06/2017
■ improve the deployment of staff to meet children's individual needs and support their learning at all times in the day	01/06/2017
■ ensure that there is an effective system in place to supervise and provide support, coaching and training for staff so they offer quality learning and development experiences for children	01/06/2017
■ ensure staff use information from assessments to plan challenging and enjoyable experiences that engage children and help them to do well in their learning	01/06/2017
■ share accurate information with parents and professionals for children who have special educational needs and/or disabilities and speech delay and ensure they receive targeted intervention to help them catch up.	01/06/2017

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 with staff and children during the inspection.
- The inspector completed joint observations of teaching with the nursery manager.
- The inspector held a meeting with the manager, quality team leads and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Deployment of staff is ineffective and children's behaviour is poorly managed. The nursery has experienced a period of change since the last inspection which has led to a decline in practice across the nursery. The provider has recently taken decisive steps to address this, for example, through the appointment of a new manager, additional staff and an increase in resources. The new manager is competent in her role and is ably supported by the quality leads to improve the quality of the provision. However, staff do not yet receive targeted support to improve their teaching. Staff complete safeguarding training and demonstrate a clear understanding of what to do if they have concerns about a child or an adult. Daily safety checks ensure the premises are safe.

Quality of teaching, learning and assessment is inadequate

Staff across the nursery struggle to challenge or extend children's learning effectively. They do not always ask effective questions to engage children or take the time to listen to their responses. Activities lack purpose, contribute very little to children's learning and are, on occasions, poorly resourced. For example, young children are unable to complete a puzzle as the pieces are missing. Staff do not focus enough on what children of differing abilities already know, understand and can do. Information shared with parents and other professionals is not consistently accurate. This means that children who are eligible for additional funding or those who have special educational needs and/or disabilities do not always receive early intervention and the targeted support they need. Older boys show signs of boredom and their behaviour deteriorates.

Personal development, behaviour and welfare are inadequate

Staff compromise children's welfare as they fail to supervise younger children adequately to ensure their safety. For example, toddlers climb onto bookcases or chairs unobserved, placing them at risk of falling. Staff do not give children consistent messages about how they should behave. Children frequently call each other unkind names and lash out at each other when they become frustrated or bored. Staff in the pre-school room ignore unacceptable behaviour and fail to consistently implement newly introduced strategies, such as reward time charts. Staff also take ineffective action to manage biting incidents in the nursery. Children enjoy the benefits of fresh air and exercise. New staff are beginning to develop bonds with their key children. They are aware of children's dietary needs.

Outcomes for children are inadequate

Teaching, planning and assessment are not yet good enough to ensure that all children reach their full potential. Pre-school children are not making enough progress in their personal, social and emotional development. Their actions have a negative impact on the learning experiences of others and compromise their safety. Children are not encouraged to engage in purposeful play and they wander around. They do not acquire the skills they need for their future learning and are unprepared for school.

Setting details

Unique reference number	EY379569
Local authority	Hampshire
Inspection number	1096316
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 - 4
Total number of places	130
Number of children on roll	121
Name of registered person	Little Shipmates Group Limited
Registered person unique reference number	RP903282
Date of previous inspection	3 November 2014
Telephone number	01329518888

Starfish Day Nursery registered in 2008. It is open each weekday from 7.30am to 6pm all year around and offers a variety of sessions. The nursery operates from a two-storey converted industrial building on an industrial estate in Fareham, Hampshire. There is a stair lift to the first floor. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 25 staff employed to work with the children; of these, 20 hold appropriate early years qualifications.

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.

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