

# Startel Day Nursery

Holmwood Gardens, Wallington, SM6 0HN



## Inspection date

9 April 2018

Previous inspection date

2 September 2014

| <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

- The manager is a strong leader. She reflects on what they do regularly and considers views from others to benefit children and their families. For example, since the last inspection, she has led the development of the outdoor areas, to support children who prefer to learn in the natural environment more effectively.
- Staffing arrangements are good. Staff report that they receive 'amazing' support from the manager that enables them to carry out their roles and responsibilities competently.
- Staff are successful at creating an inclusive and welcoming environment for children and their parents. For instance, they value the children's artistic work, which helps to build on children's confidence and self-esteem.
- Partnerships with parents are effective. Staff communicate well with parents to help all children make good progress from their various starting points. Parents express a high level of satisfaction at the service they and their children receive.
- Children have many opportunities to develop their imaginations and creative skills. For example, older children enjoyed sharing and testing their culinary ideas during role play.

### It is not yet outstanding because:

- Staff do not consistently make effective use of the available resources to support children's emerging reading skills fully.
- Occasionally, staff do not manage the noise levels in pre-school as effectively as possible. This sometimes interferes with children's learning and enjoyment.

## What the setting needs to do to improve further

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

- increase opportunities for children to explore the available resources to support their early reading skills fully
- review the effectiveness of activities to ensure that children can work in uninterrupted ways, particularly in pre-school.

### Inspection activities

- The inspector reviewed the nursery's development plans and discussed with the manager how she uses these to target improvements. She spoke to staff and interacted with children at appropriate times.
- The inspector spoke to parents and read written feedback from them to obtain their views about the nursery.
- The inspector carried out two joint observations with the nursery manager.
- The inspector checked documents relating to the suitability and qualifications of staff. She discussed with the manager the nursery's safeguarding procedures, risk assessments, accident procedures and assessments of children's progress.
- The inspector had a tour of the nursery with the nursery manager. She observed the quality of teaching during activities indoors.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff attend safeguarding training updates regularly and they have a secure knowledge of what to do should they have any concerns about a child's welfare. They are fully aware of the procedures to follow in the event of an allegation made against a member of staff. The manager takes all necessary steps to help checks staff's suitability to work with children. She actively supports staff and offers them training opportunities to update their skills. For example, staff use the knowledge gained in training which has significantly improved the way they communicate with each other and with the children. The manager seeks the views of parents and other professionals to help her evaluate the provision rigorously.

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

Staff make meaningful observations and assessments of children's progress to reduce any differences in their learning, including for those who have special educational needs and/or disabilities. They use their skills well to motivate children to learn. For example, staff supported babies effectively while they pressed, pulled and turned the different objects on the activity table. Babies enjoyed themselves and showed good levels of curiosity and perseverance. Staff develop children's language and listening skills well. They read books, sing nursery songs and engage children in age-appropriate conversations. For instance, staff encouraged pre-schoolers to share their thoughts and opinions during group time. Children responded positively and enthusiastically.

### Personal development, behaviour and welfare are good

Staff are kind, caring and approachable. They form close relationships with the children and spend time playing with them. For example, babies giggled with delight as they played 'tickle games' with staff. Staff actively support children's growth and development. For instance, they encourage children of all ages and abilities to exercise and have fresh air as part of the daily routines. Children are self-assured. For example, older children initiate conversations with adults and they count from one to 20 confidently to show their mathematical skills. Staff give high regard to keeping children safe. For instance, they carry out effective risk assessments, including for outings, to minimise potential hazards to children. Staff are vigilant in their supervision of children and maintain detailed records of their accidents and incidents, which they share with parents.

### Outcomes for children are good

All children gain the skills that they need for their future learning, including their moves on to school. Boys and girls learn to behave well and show consideration for others. For example, they move quietly around the nursery and remind each other gently that 'babies are sleeping'. Children are very involved in their community. They visit places to learn about their surroundings and how other people live. Overall, children are independent and active learners.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY469987  |
| <b>Local authority</b>                           | Sutton  |
| <b>Inspection number</b>                         | 1071634   |
| <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>                     | 1 - 4   |
| <b>Total number of places</b>                    | 72  |
| <b>Number of children on roll</b>                | 103   |
| <b>Name of registered person</b>                 | Jancett Childcare and JACE Training Limited                                       |
| <b>Registered person unique reference number</b> | RP900822  |
| <b>Date of previous inspection</b>               | 2 September 2014  |
| <b>Telephone number</b>                          | 02086694898   |

Startel Day Nursery registered in 2014 and is located in Wallington, Sutton. The nursery is privately owned by Jancett Childcare and JACE Training Ltd. It is open from 7.30am to 6.30pm, all year round, except for bank holidays and a week during the Christmas holidays. The nursery offers a breakfast club, after-school club and a holiday playscheme service. It employs 20 members of staff, including the manager. Staff hold relevant early years qualifications from level 2 to level 5. Of these, 13 staff hold qualifications at level 3 or above. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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