

Starjumps Nursery, Creche and Out of School Provision



Furzefield Centre, Mutton Lane, Potters Bar, Hertfordshire, EN6 3BW

Inspection date 11 April 2018
Previous inspection date 24 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of observations and assessments of children's learning is not consistent. Not all children are given enough challenge to make good progress in their learning.
- The manager does not have a clear overview of the progress that individuals and different groups of children are making, to identify any variations and strengthen their progress and achievement.
- Staff deployment is not always successfully tailored to meet the needs of individual children, particularly for babies during mealtimes.

It has the following strengths

- Overall, staff interact warmly and sensitively with the children. This supports children's confidence in developing their communication and language skills.
- Effective partnerships have been established with parents, other early years professionals and outside agencies to ensure that children who have special educational needs and/or disabilities get the additional support they need.
- Parents speak positively about staff and have regular discussions about their child's care routines and their time at the nursery with the staff.

What the setting needs to do to improve further

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

Due Date

- improve how well staff use observational assessments to accurately identify where children are in their development and to plan more precisely for the next steps in their individual learning, so that they make good progress 16/06/2018

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

- evaluate the progress made by individual and different groups of children and use the information gained to ensure that gaps in learning are quickly closed
- strengthen staff deployment, particularly between routines, to ensure that they make purposeful interactions with babies and are able to respond to their individual needs, and enhance their learning and development.

Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching indoors and outdoors.
- The inspector looked at documentation, including a sample of children's records, and staff planning and assessment records. She also checked evidence of the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector completed a joint observation with the nursery manager.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Procedures for staff recruitment are suitable. Effective ratios are maintained, ensuring that children are safe as they play. Staff are trained well in child protection procedures and are confident about how to report concerns. They have regular supervision meetings with the manager to discuss and arrange further training opportunities. The manager is beginning to use self-evaluation, and the views of staff and parents, to appropriately determine the priorities for improvement. The manager is not effectively monitoring progress to ensure that individuals, or specific groups of children, have enough challenge to make sustained progress and ensure that any gaps in learning close rapidly. Nonetheless, support from the local advisory service and an audit of areas for development, have resulted in some positive changes to the systems for planning. The manager has successfully identified some priorities for development.

Quality of teaching, learning and assessment requires improvement

Staff have a generally sound understanding of how children learn. They obtain adequate information from parents when children join the nursery, so they can plan activities linked to children's interests. However, the quality of assessments is variable and staff do not always have high expectations of what children need to learn next. Despite this, children generally enjoy their time at the nursery and find things to play with that interest them. Staff support babies and children who speak English as an additional language and communicate effectively with them. For example, they model vocabulary clearly and use visual gestures alongside speech, helping the children to understand. Older children enjoy taking part in activities where they sound out letters, using props, as they read their favourite stories. Staff support their literacy development well.

Personal development, behaviour and welfare require improvement

In the main, children happily enter the nursery and the key-person system is, generally, effective in supporting children's emotional development. However, staff do not support babies as well during mealtimes, to encourage them to continue developing skills in their learning. Children have daily opportunities for exercise and energetic play in the outdoor area. For example, toddlers carefully ride wheeled toys on marked-out chalk lines. This helps to promote children's good health and supports their physical well-being. Staff are fair and effectively manage children's behaviour. Children have good manners and show kindness to their friends.

Outcomes for children require improvement

Not all children make the progress they are capable of due to weaknesses in monitoring and planning for their learning. However, they develop some skills in preparation for starting school. For example, older children enjoy retelling their favourite story as they act it out imaginatively, while babies enjoy reading books and pressing buttons that light up. Children gain a range of social skills, which helps them to make relationships, so they play well with others.

Setting details

Unique reference number	EY402500
Local authority	Hertfordshire
Inspection number	1094123
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 - 3
Total number of places	44
Number of children on roll	56
Name of registered person	Hertsmere Leisure
Registered person unique reference number	RP517251
Date of previous inspection	24 April 2015
Telephone number	01707850555

Starjumps Nursery, Creche and Out of School Provision registered in 2010. The nursery operates in Potters Bar, Hertfordshire. The nursery employs seven members of childcare staff. Of these, one holds a qualification at level 6, two are qualified at level 3 and four are qualified at level 2. There is also one member of staff who works in the office. The nursery opens from Monday to Friday, from 8am until 6pm, all year round, apart from two weeks at Christmas and bank holidays. It provides funded early education for two-, three- and four-year-old children.

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