

# 5 STAR DAY NURSERY LTD

69 Moat Road, Oldbury, BIRMINGHAM, B68 8ED



<b>Inspection date</b>	15 May 2018
Previous inspection date	10 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 leadership and management of the nursery is strong and they have high expectations of what children can achieve. Practitioners are well qualified and work very well together as a team. Evaluation of the provision is continuous to secure improvements and enhance outcomes for children.
- The quality of teaching is consistently strong. Practitioners have a strong knowledge of how young children learn. They skilfully combine their expertise and good teaching strategies to provide a wide range of purposeful play and learning opportunities to engage and motivate children.
- Children very clearly enjoy their time at this happy and very nurturing nursery. Children's emotional well-being and personal development are at the heart of the nursery's activities.
- Children are exceptionally well behaved and practitioners are excellent role models. Practitioners speak to each other and the children very respectfully, and give clear and simple explanations to help children understand about good behaviours.

### It is not yet outstanding because:

- Practitioners do not always fully consider the needs of some children during group times, to support learning in the best possible way.
- Practitioners do not always know the languages children speak or hear at home. This means that some children do not have opportunities to develop or share their home language during play.

## What the setting needs to do to improve further

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

- review the organisation of some group activities, to fully match learning experiences to their individual needs and stage of development
- enhance opportunities for children to hear and use their home language, to fully support those who are just beginning to learn to speak English as an additional language.

### 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 practitioners, children and parents and carers during the inspection. She held a meeting with the provider and manager.
- The inspector sampled a range of documentation, including policies and procedures, children's records and evidence of practitioner suitability checks and qualifications.
- The inspector conducted two joint observations with the manager.

### Inspector

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The management team has a thorough understanding of their professional responsibilities and works well together to identify new initiatives to improve the provision. Practitioners are very clear about their role in protecting children. They demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child's welfare. The premises are secure, practitioners are well deployed, and they supervise children well. All the required documentation is in place and maintained effectively with regards to accident, incidents and medication procedures. Robust procedures for recruitment and checking the ongoing suitability of practitioners are implemented well. Assessment processes are very thorough and used successfully to check children's progress and close gaps in learning. Links with parents are strong and this has a positive impact on children's learning. Parents are highly complementary about the provision and the progress their children make. They comment on the professionalism of the team and their excellent links with other agencies to support children's individual needs.

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

Children are very happy, confident and motivated to learn. Practitioners listen to what they say, ask questions and model language well. Older children express themselves very well, sharing what they know and can do. Practitioners working with babies and younger children provide a nurturing environment where they engage children in their learning and early conversations. They respond to their babbling sounds, repeating and emphasising words that then become familiar to them. All practitioners use mathematical language as children play, and some older children learn about simple calculation. Children say they like to paint using the computer and dressing up.

### Personal development, behaviour and welfare are outstanding

Practitioner interaction is excellent. They have a very warm rapport with the children and all children are made to feel special. Children's health and physical development is promoted exceptionally well. Practitioners promote healthy lifestyles and follow excellent hygiene routines. The on-site cook prepares healthy and nutritious meals each day. Children develop a sense of responsibility and take on the role of helpers at lunchtime. Children thoroughly enjoy their morning and afternoon 'madness time'. This involves practitioners and children singing and moving eagerly to music and dancing. The key-person system works very effectively to fully involve parents in their child's care and learning from the outset. Extremely careful consideration is given to supporting children when they move rooms within the setting.

### Outcomes for children are good

Children make good progress in their learning. They learn to cooperate, take turns and respect others. All children enjoy making marks. Children practise writing their name and they are supported in developing their knowledge of letters and sounds, and the sounds they represent. Children learn about similarities and differences, explore the local area and learn about the world around them.

## Setting details

<b>Unique reference number</b>	EY482368
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1135707
<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>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	5 Star Day Nursery Limited
<b>Registered person unique reference number</b>	RP530956
<b>Date of previous inspection</b>	10 November 2015
<b>Telephone number</b>	01214480830

5 STAR DAY NURSERY LTD registered in 2014. It is one of three settings owned by the same provider. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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