

Star Day Nursery

20-26 Wellington Street, Polytechnique Street Entrance, LONDON SE18 6PF



Inspection date	5 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of 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

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

- Staff do not ensure that children's behaviour is managed consistently to help support their social and emotional skills.
- Staff do not ensure that good hygiene practices are consistently implemented to help promote children's health and well-being.
- The organisation of some activities for younger children is not fully effective in supporting smooth changes in routines, to help children learn what is happening next, such as before lunchtime.
- At times, the noise level in the rooms can be a little distracting, which does not fully support children's attention and listening skills.

It has the following strengths

- Partnership with parents is effective. Staff share a range of information with parents about their child, such as their learning and development, accidents and incidents. Parents report that they are pleased with the provision and how staff keep them informed.
- Children are very independent, even from a very young age. Babies are encouraged to feed themselves, while older children are supported as they serve their own food.
- Staff use what they know about children's skills and abilities to plan appropriate next steps in their learning.

What the setting needs to do to improve further

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

	Due date
improve staff's understanding of how to reinforce positive messages to children about expectations and why certain behaviour is not acceptable	09/11/2018
ensure hygiene routines are consistently effective to support children's well-being, particularly in the youngest age group.	09/11/2018

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

- strengthen the way everyday opportunities are used to help support younger children's understanding of routines and what is happening next
- manage the environment more effectively to enhance children's attention and listening skills.

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector engaged in discussion with the manager, the special educational needs coordinator and staff, and took account of the views of parents spoken to on the day.
- The inspector viewed the premises, toys and equipment.
- The inspector sampled documentation, including safeguarding and behaviour management procedures, and children's records.
- The inspector completed two joint observations with the manager, and evaluated and discussed the benefits of the activities on children's learning.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management requires improvement

The manager's evaluation of the provision and staff's practice is not robust enough to help her identify all areas of weakness. She does not ensure that staff are sufficiently vigilant in promoting children's health and well-being. For example, although children's bedding is labelled with their names, staff do not ensure children always use their own bedding. This does not help to prevent cross-infection. Staff do not promote children's emotional well-being consistently well. For instance, although staff have attended behaviour management training, they do not give children consistently clear messages about what is acceptable behaviour. Staff complete risk assessments to ensure the premises, resources and equipment are safe. Recruitment is effective. The manager carries out checks to help ensure staff's suitability to work with children. The manager and staff understand the safeguarding policy and procedures. Staff supervise children well and know the processes to follow if they have concerns regarding the welfare of a child. Safeguarding is effective. The manager monitors staff's performance and provides appropriate support and training to help strengthen their knowledge of how children learn.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not consistently organise activities well. For example, they do not organise free-play sessions to ensure the level of noise does not affect children's listening and attention skills. Staff observe and assess children's progress, and share their findings with parents. They use this information to plan clear next steps in children's learning. Children who have special educational needs and/or disabilities have appropriate support to help them achieve well. The manager monitors children's learning to identify gaps in their development and help staff to address these. Staff plan a range of enjoyable activities and experiences for children. They encourage children to count and learn the concept of amounts, such as the number of legs a table has. Staff help children to learn about colours and different shapes.

Personal development, behaviour and welfare require improvement

Staff acknowledge children's efforts and achievements well. However, at times, staff do not help children to express their feelings appropriately. For example, they do not remind children of behavioural expectations and help them to manage changes in routine more effectively. Staff do not ensure hygiene practices are consistently effective to support children's health. Nonetheless, they help children to understand people's similarities and differences, and those of the wider community. Staff provide opportunities for children to be physically active and to exercise. Children are provided with healthy meals.

Outcomes for children require improvement

Overall, children make steady progress in most areas of learning and they learn new skills ready for school and future learning. They settle well, feel safe and comfortable in the environment. Children are independent and confidently explore the toys and make choices about what they do. They take care of their own personal needs, such as feeding themselves. However, children receive variable support to develop their communication and language skills and to manage their feelings more appropriately.

Setting details

Unique reference number	EY551763
Local authority	Greenwich
Inspection number	10080745
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 3
Total number of places	56
Number of children on roll	52
Name of registered person	Stand Out Theatre Limited
Registered person unique reference number	RP529334
Date of previous inspection	Not applicable
Telephone number	02034170184

Star Day Nursery registered in 2017 and is located in Woolwich, in the London Borough of Greenwich. The nursery employs 18 members of staff including the manager. Of these, one holds early years professional status and 15 staff hold a childcare qualification at level 2 or 3. The nursery opens Monday to Friday from 7.30am until 6pm, for 50 weeks per year. It provides funded early education for two-, three- and four-year-old children.

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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