

Stadium Stars Day Nursery

Doncaster Rovers Football Club, Keepmoat Stadium, Stadium Way,
Doncaster DN4 5JW



Inspection date	13 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- All children make good progress in their learning from their starting points. Those children who have gaps in some areas of their development benefit from activities that are tailored to help them to catch up in their learning.
- The manager involves staff, parents and other professionals in self-evaluation to help to identify areas for improvement. She has supported staff to improve children's experiences in the outdoor areas. For example, new resources have been introduced to promote learning across all areas of development more effectively.
- Partnerships with parents are well established. Parents welcome plenty of information from staff and confidently give their own feedback and suggestions. The manager acts promptly in response. For example, she has strengthened communication with parents when children move rooms in the nursery, to make this transition smoother for families.
- Staff support children's emotional well-being effectively in the nursery. Children benefit from plenty of praise and attention from staff that helps to raise their self-esteem. Two- and three-year-old children show pride in their achievements. Babies smile and giggle as they toddle eagerly towards staff while learning to walk.
- Children learn to consider one another. They recall the 'playroom promises' that staff teach them to understand, for example to listen to their friends and share.
- Most staff are well qualified and all are committed to continuing with professional development. They say they feel valued and are happy in their roles. However, the arrangements to supervise staff are not robust enough to quickly address minor weaknesses in some teaching that have been identified by managers.
- Staff plan activities that, generally, appeal to children's interests. However, on occasion, they do not fully consider the needs and learning preferences of the youngest children in the toddler room.

What the setting needs to do to improve further

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

- strengthen the arrangements to monitor and build on staff's teaching skills to help to address minor weaknesses more swiftly
- enhance planning to ensure that activities are consistently matched even more precisely to the current abilities and preferences of the youngest children in the toddler room.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated staff's teaching with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers know how to respond to concerns about staff suitability and how to report them. Staff know what to do if they are concerned about a child's welfare. There are clear procedures to promote children's safety and to ensure that they leave the nursery only with authorised adults. Children's well-being is further protected by robust procedures for the administration of medication to children.

Managers oversee staff observations and assessments, and monitor the progress made by individuals and groups of children. They use their findings to inform future teaching. For example, they have identified that boys' achievements in literacy are lower than expected. They have amended practice, including making enhancements to the reading area and the introduction of a lending library, to help children to make better progress.

Quality of teaching, learning and assessment is good

Most teaching is based on staff's good knowledge of what children already know and can do. This helps children to engage in activities that provide appropriate challenge and encourage further progress in their learning. However, some younger children have not yet developed the necessary listening and attention skills for some group activities. Pre-school children show strong imaginative skills. They enjoy styling hair in the role-play salon and staff extend this well, for example, by asking questions and modelling new vocabulary. Children benefit from creative activities where they explore a variety of materials. Babies delight in making marks with their hands and large brushes in flour. Older children spread paint over their hands and squeeze it between their fingers. Some staff have first-rate knowledge of children's learning styles and preferences. For example, they allow children to repeat actions to reinforce their learning.

Personal development, behaviour and welfare are good

Staff diligently consider children's individual needs and levels of understanding, and manage children's behaviour sensitively and effectively. Children respond well, learning to manage their own frustrations and consider the needs of others. Staff recognise the importance of children taking part in physical activity. Children benefit from plenty of physical play in the fresh air. In adverse weather, staff ensure that children take part in 'indoor walks' and action songs. Children develop an understanding of healthy lifestyles. They demonstrate this when they notice the effect that exercise has on their bodies. They talk about being 'out of breath' and their heart beating fast to make it grow stronger. Staff provide nutritious meals and snacks that help to promote children's good health.

Outcomes for children are good

Children achieve well and develop a good range of skills in mathematics and literacy that help to provide a good foundation for later learning. Those children who speak English as an additional language make remarkable progress in their communication and language development. Most children are very confident learners. Those children who are less confident are supported well to develop self-assurance. Children eagerly undertake tasks such as managing their belongings and learning good hygiene habits. This helps to promote their independence in preparation for school.

Setting details

Unique reference number	EY546965
Local authority	Doncaster
Inspection number	10099711
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	33
Number of children on roll	42
Name of registered person	Townrow Tiny Tots Day Nursery Ltd
Registered person unique reference number	RP534812
Date of previous inspection	Not applicable
Telephone number	01302 590880

Stadium Stars Day Nursery registered in 2017 and is located in Doncaster. The nursery employs 12 members of staff. Of these, nine hold relevant qualifications at level 2 or above, including three with level 3, one with level 7 and one who holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

