

Star Day Nursery

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



Inspection date	25 April 2019
Previous inspection date	5 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- The management team has successfully improved the quality of the provision since the last inspection. Staff are motivated to develop good practice, which has improved outcomes for children.
- Staff have a secure understanding of the early years foundation stage. As a result, children benefit from a range of stimulating and, overall, engaging activities and experiences.
- Staff are well supported to undertake a range of training opportunities to help them update their knowledge and skills. Recent training on behaviour management has ensured that children learn about appropriate and safe behaviour.
- The key-person system is effective and well established. Children develop close relationships with staff and form strong friendships with each other. They demonstrate high levels of emotional security within the nursery.
- Managers and nursery practitioners have formed a strong community spirit with parents. This supports children's well-being and education. Parents are regularly invited into the setting to celebrate events and join in with outings, where their children learn about the wider community.
- Staff do not routinely plan activities in the outdoor learning environment to encourage children to explore and develop their curiosity.
- Staff do not obtain sufficient information from parents about what children know and can do, to identify children's starting points more precisely.

What the setting needs to do to improve further

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

- plan activities in the outside area that provide more opportunities for children to explore and develop their curiosity
- strengthen ways to seek initial information from parents about children's prior learning to check their progress from the start, and enrich the planning process.

Inspection activities

- The inspector had a tour of the nursery. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector held discussions with the leadership and management team. She looked at relevant documentation, including the safeguarding policies and procedures, and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector
Laura Brewer

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the referral procedures to follow should they have concerns about the possible safety or welfare of a child. Effective policies and procedures are understood by staff and underpin daily practice. The manager uses effective evaluation systems to identify the strengths and ways the nursery can improve further. She reflects on her practice and is beginning to review the impact of changes on outcomes for children more closely. The manager acts as a role model to staff, and effective teamwork is encouraged. The manager observes staff practice and carries out regular one-to-one meetings to monitor their performance. She checks the progress of all children who attend the nursery. This helps swiftly to identify any gaps in children's learning so that intervention can be provided, if necessary.

Quality of teaching, learning and assessment is good

Staff gather information about children's progress and use their ongoing observations to plan well for children's future learning. Children are motivated to learn and are familiar with the routines, which enables them to feel secure. They thoroughly enjoy their time at the nursery and are keen to try new experiences. Younger children enjoy exploring the shaving foam activity and are fascinated as they move wheeled toys in the foam to make patterns. Staff offer careful support. They allow children to explore at their own pace, and introduce new words. Older children show high levels of concentration as they play with dinosaurs, dried pasta and soil. They explore the textures with their hands and talk about making 'sticky monsters'. Staff support the activity by introducing reference books to talk about types of dinosaurs and their shape and size. Toddlers develop their independence skills. For example, they are encouraged to put on their shoes, and some children can confidently put on their coats. Staff use a range of effective strategies to help children become confident communicators.

Personal development, behaviour and welfare are good

Staff understand children's individual care needs well. New children are sensitively helped to settle and babies build secure bonds with staff, who provide close support and comfort. Staff make very good use of signs and symbols to help children develop a secure understanding of how to behave appropriately. They create a culture of mutual respect and kindness, and they manage children's behaviour well. Healthy lifestyles are promoted through freshly prepared meals and snacks. Children's physical development is supported. Babies demonstrate increased confidence as they learn to walk, and show delight as they manage to use the slide, supported by enthusiastic staff.

Outcomes for children are good

All children make good progress. They learn mathematical concepts in their everyday routines, for example when they learn about counting, colours and shapes. Parents are happy with the quality of care provided for their children. They value the support provided by staff and describe the staff as 'friendly and caring'. Children acquire a good range of skills, abilities and attitudes that help to prepare them well in readiness for their future learning in school.

Setting details

Unique reference number	EY551763
Local authority	Greenwich
Inspection number	10081734
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	56
Number of children on roll	71
Name of registered person	Stand Out Theatre Limited
Registered person unique reference number	RP529334
Date of previous inspection	5 October 2018
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 and above. The nursery opens Monday to Friday from 7.30am until 6.30pm, for 51 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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