

Inspection of Star Day Nursery

21 East Hill, DARTFORD DA1 1RX

Inspection date: 23 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are motivated learners and enjoy their time together at nursery. They behave well and respond positively to requests and instructions from adults. Staff support children to take turns and share resources, which successfully enhances their social skills.

Children are confident and have a good understanding of the daily routines. Staff are strong role models and have high expectations for all children, including those with special educational needs and/or disabilities. The leadership team ensures additional funding, such as early years pupil premium, is used effectively to help children make progress.

Staff provide a safe and stimulating environment for children to learn and play. Throughout the day, children make independent choices about their learning and select from the wide range of toys and equipment available to them. Staff have a good understanding of child development. They plan activities according to children's ages and abilities. For example, older children weigh and measure ingredients to make play dough and younger children enhance their imaginations during role play. Staff use a range of effective strategies to support children's communication and language skills, including for those who are learning English as an additional language. For instance, they talk to children in their home language and use picture cards as prompts to assist children's understanding.

What does the early years setting do well and what does it need to do better?

- Senior leaders are committed to improvement and have successfully addressed the weaknesses raised at the last inspection. They continually reflect on the quality of practice and effectiveness of the provision. They seek the views of parents and children when evaluating the service, which helps them to identify areas for improvement. For example, following parent feedback, staff regularly share ideas with parents to help them build on their child's learning at home.
- Children are beginning to understand early mathematical concepts appropriate to their stage of development. For example, young children count with adults as they climb stairs and older children compare the size of breadsticks at snack time.
- Staff observe children's play and monitor their progress closely. They plan a range of exciting activities effectively, that focus on children's interests and what they need to learn next. However, parents are not fully involved in the initial assessment of their child's stage of development when starting the nursery. This means staff are do not plan precisely enough for children's learning from the outset.
- The management team supports staff well. There are robust systems in place,

such as supervisions and peer observations, to monitor staff performance effectively. This means any weaknesses in practice are swiftly identified and positively addressed.

- Staff work in close partnership with parents. They keep them fully updated with their child's development. Staff share information with parents and other agencies to help ensure children receive the help they need to make continued progress. However, where children arrive from other settings, staff do not seek information from them about children's development to fully enable a smooth transition on entry and continuity of learning.
- All children learn how to keep themselves healthy. They enjoy daily access to the outdoors and fresh air where they practise their physical skills. For example, babies confidently push toy prams around the garden and older children ride tricycles and jump in hoops. Additionally, staff promote good hygiene practices, such as encouraging children to wash their hands after using the toilet and before meals. This positively promotes their physical well-being.
- Children are curious learners who love to explore and investigate. For example, younger children concentrate for a long time as they explore paint with their whole bodies, making marks on paper. Staff skilfully ask questions to encourage children's thinking skills and extend their vocabulary.
- The strong key-person system is firmly embedded. This supports children's emotional well-being and helps them to form secure attachments. Staff know the children in their care well. They give plenty of praise and encouragement. This positively supports children's self-esteem and helps them to feel safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team ensures staff have an up-to-date knowledge and understanding of child protection and safeguarding procedures. The manager and staff know who to contact if they have concerns about children's welfare. Robust recruitment procedures are in place to help ensure all adults are suitable to work with children. The manager carries out regular risk assessments, such as daily checks of the premises, to help identify and minimise potential hazards to children. This helps to ensure a safe environment for children to play.

What does the setting need to do to improve?

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

- gather more detailed information from parents about their child's starting points, to help plan more precisely for children's individual learning from the outset
- strengthen information sharing with other settings to fully enable smooth transitions for children on entry and continuity of learning.

Setting details

Unique reference number	EY456320
Local authority	Kent
Inspection number	10099583
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	1 to 4
Total number of places	68
Number of children on roll	63
Name of registered person	Stand Out Theatre Limited
Registered person unique reference number	RP529334
Telephone number	01322836090
Date of previous inspection	21 February 2019

Information about this early years setting

Star Day Nursery registered in 2012 and is one of two settings owned by the provider. It is located in Dartford, Kent, and is open each weekday from 7am to 7pm for most of the year, except public holidays. The nursery employs 14 members of staff, of whom 11, including the manager, hold appropriate early years qualifications. Of these, one holds a level 4, nine hold a level 3 and one holds a level 2. Additionally, the area manager and provider hold a level 6 with early years professional status. The nursery receives funding to provide free early education to children aged two, three and four years and early years pupil premium.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years provision and curriculum are organised.
- A meeting was held between the leadership team and the inspector.
- The inspector observed the quality of teaching in all areas of the setting, including the outdoors, and assessed the impact this has on children's learning.
- Discussions between the inspector, parents and children were held at appropriate times during the inspection.
- The inspector sampled a wide range of documentation, including attendance records, evidence of staff suitability checks and qualifications.

We carried out this inspection 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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