

# Inspection of Reach For The Stars Nursery

5 Rupert Street, Biddulph, Stoke On Trent ST8 6EB

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Inspection date: 5 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the welcoming and inclusive nursery enthusiastic to learn. Older boys cannot wait to play with their friends, who they proudly identify to visitors. All children feel secure through the close attachments they form with caring, attentive staff who know them well. Babies and very young children use their senses to explore. They are inquisitive to feel different textures, such as sponge, metal and wood. They express themselves by excitedly bashing drums with sticks as staff sing to them. Older children have fun as they choose what they want to play with either indoors or outdoors. They are motivated to learn because their interests are sparked by digging into large bags of compost with their spade and practising their balancing skills as they walk across large tyres. Children concentrate and persevere to find a way to hold and fill their water container in one hand while turning a wall tap on and off. They excitedly pour their water onto a construction of guttering and watch it flow across and downwards. They show a desire to fervently repeat what they have learned. Children love listening to stories, such as 'We're Going on a Bear Hunt'. They enjoy taking 'Ollie the Owl' home for the weekend and write about how they 'watched television together' and 'had to sit on him so he would not fly away'. Children behave well and show high levels of confidence and self-esteem.

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

- Leaders are well qualified and passionate about their roles. They support the consistent and dedicated staff team effectively through a programme of internal and external monitoring and training. For example, staff are encouraged to undertake childcare degree courses and they receive regular and constructive feedback about the quality of the curriculum they provide and their teaching. Overall, this empowers staff to feel valued and committed to improve their practice.
- Staff establish strong and close relationships with parents. This is reflected in comments from parents, who are very complimentary about the support and information they receive about their children's care, learning and progress, which they use to support their children's learning at home. Parents are invited to twice-yearly open evenings. Staff provide parents with 'busy bags' to use at home. These contain examples of words to use to develop children's understanding of language, such as 'under' and 'on top'. Staff use a 'talking tree' display to provide parents with current health information, such as research about unsuitable drinks for children.
- Children's health is supported well. Children eat healthy food and have the opportunity to access the rich outdoor space all day. They develop good personal hygiene and self-care skills, such as handwashing and personal bathroom routines. Children capably zip up their coats. Staff support them to

take safe risks, such as jumping from a height. Occasionally, staff miss chances to let children do things independently and for themselves, such as spreading butter on their snack.

- Staff place a strong focus on promoting children's communication, language and literacy skills. They use sign language to better support children with special educational needs and/or disabilities. Supported by the provider, who is the nursery's special educational needs coordinator, staff make sure that children receive timely interventions from other professionals and that additional funding is spent appropriately. This helps to make sure no child falls behind.
- Staff constantly observe and assess children's progress and plan for the next steps in their learning. Children's progress is monitored by leaders and any gaps in their learning are identified. For example, a recent audit showed that opportunities for children to secure their understanding of mathematics were slightly lacking. This has led to an improved range of mathematical resources across all activities. As a result, children are fully supported to gain the counting skills and in recognising mathematical shapes that they need for their move to school.
- Staff provide a broad and interesting range of activities to capture children's interest, and overall, teaching is good. For instance, during adult-led activities staff demonstrate a good knowledge of the subject when children learn what fruit and vegetables look like in their natural form and how they grow. Staff use open questions to encourage children to think. However, at times the pace of the questions is too fast to allow children to problem-solve and provide an answer.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of child protection concerns and procedures. They receive regular up-to-date training, including regarding their responsibilities as part of the 'Prevent' duty. Staff are knowledgeable about female genital mutilation and child sexual exploitation. Led by the manager and the provider, who are the designated leads for safeguarding, staff know the procedures for reporting any concerns about a child or colleague. Records are maintained effectively with regards to safeguarding matters and accident records. The environment is safe, clean and secure. Daily risk assessment checks help to reduce any hazards. Recruitment procedures robustly ensure the suitability of staff to work with children. All staff are trained in paediatric first aid.

## What does the setting need to do to improve?

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

- review the organisation of social occasions, such as mealtimes, to increase the

- opportunities children have to develop independence in their self-care skills
- focus on further enhancing teaching so that the pace of adult-led activities allows more time for children to listen, problem-solve and provide an answer.

## Setting details

<b>Unique reference number</b>	EY471710
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10069785
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Reach For The Stars Nursery Ltd
<b>Registered person unique reference number</b>	RP533244
<b>Telephone number</b>	01782 519 829
<b>Date of previous inspection</b>	28 July 2014

## Information about this early years setting

Reach For The Stars Nursery registered in 2014. The nursery employs nine members of childcare staff. The manager holds early years professional status, one member of staff holds a childcare degree at level 6, and another member of staff holds a foundation degree in childcare at level 5. All other staff hold appropriate early years qualifications at level 2 and level 3. The nursery operates all year around. Sessions are available Monday to Friday from 8am until 6pm, with an option for parents to request a 7.30am start. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Lawton

## Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector completed a joint observation and a learning walk with the nursery manager.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- A meeting was held with the nursery manager and provider. The inspector looked at relevant documentation, including children's details and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into account during the inspection.

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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