

Inspection of Starchild Nurseries Malton

36-38 Market Place, Malton, North Yorkshire YO17 7LW

Inspection date: 18 November 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed at the nursery. They settle quickly with attentive caring staff, who know them well. Children feel valued and respond well to the warm praise that they receive from staff. For example, children demonstrate their caring nature and imaginations as they pretend to bath dolls. They carefully hold the dolls' heads, then wrap them in towels. Children build a bed for their dolls, then create a roof to stop them getting wet. Staff praise their good imaginations and construction skills. Children understand what is expected of them and as a result their behaviour is very good.

Children of all ages enjoy their time playing and exploring in the stimulating environment. Babies explore the sensory feeling of playing and making marks in flour. Older children explore and investigate inside the wonderful 'sand room'. They use their physical skills to dig and move the sand around. Children experience the sensory feel of the sand by burying their toes into it and pouring it through their fingers. Children learn about and experience the world around them. For example, they visit the local cattle market and talk to local farmers. Children travel by train and bus to visit local attractions, such as the local train museum and animal park.

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

- Partnership with parents is very good. Staff offer their expertise to parents, to help them to expand their children's knowledge and understanding. They keep parents up to date with daily conversations or via the settings electronic app. Parents comment that the nursery is part of the local community. They appreciate the visits their children go on, such as to local shops and businesses to purchase provisions.
- Staff encourage children to count and recognise amounts and quantities through their play. Children confidently count out sticks to recreate patterns. They match numbers and colours to the corresponding bowls. Children correctly complete jigsaws of increasing difficulty. They confidently use number, shape and measurement in their play.
- Staff know children well and assess their development accurately. Children make good progress in their learning and development. Staff join in with children's play successfully to support, extend and guide their learning. For example, when children are building a train track, staff talk about how they can get the train over the road, to encourage children to make a bridge. However, staff do not consistently focus on the intended learning of all planned activities and children sometimes get a bit distracted and lose focus.
- Staff support children to develop good communication skills. Children communicate with confidence and share their thoughts and ideas in play. For

example, children talk about going to the orchard field to run fast and kick leaves into the air. Staff support children to learn new words through exciting storytelling. They encourage children to recall the endings of each page. Staff playfully encourage children to predict the correct words in the story.

- Children wash their hands independently before and after eating. Children learn how to maintain healthy teeth. They practise brushing a giant set of teeth. Children help themselves to wonderful nutritious home-cooked meals. However, at busy times, staff do not consistently support children to learn about the importance of following a healthy lifestyle. For example, on occasions, children drop cutlery then use it again, and children attempt to feed each other.
- The manager ensures that staff are supported well through robust supervision sessions. She closely monitors the good-quality care and teaching that staff provide. The manager routinely observes staff interacting with children and provides them with feedback to support their teaching. She offers staff support and guidance around their well-being.
- The manager and staff work in partnership with other professionals. This helps children to reach their full potential, especially children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their responsibilities to keep children safe. Staff complete comprehensive training on all aspects of safeguarding to ensure that they understand local and broader safeguarding issues, such as the 'Prevent' duty. Most staff hold a full paediatric first-aid certificate so that they can care for children in the event of an accident or incident. Comprehensive risk assessments are carried out prior to any outings to ensure children are safe. The manager has put procedures in place to keep staff and children safe during the COVID-19 pandemic.

What does the setting need to do to improve?

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

- make sure that the intended learning of planned activities is clear and all children are fully engaged in their learning
- support staff to help children to understand about the importance of following healthy lifestyles.

Setting details

Unique reference number	2531926
Local authority	North Yorkshire
Inspection number	10208488
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	98
Name of registered person	Starchild Nurseries Ltd
Registered person unique reference number	RP546340
Telephone number	01653690090
Date of previous inspection	Not applicable

Information about this early years setting

Starchild Day Nursery registered in May 2019. The provider employs 17 staff. Of these, four staff hold level 6 qualifications, and the majority of other staff hold qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children. It operates all year round from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Joanne Clark

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector observed children's experiences in the setting throughout the inspection.
- Joint observations of activities were carried out by the inspector and the provider.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection.
- A meeting was held with the provider. This included a review of relevant documentation, including evidence of staff's suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021