

Inspection of SureStars Day Nursery Limited

Kingsway Primary School, Baker Avenue, Leamington Spa, Warwickshire CV31 3HB

Inspection date: 30 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have lots of fun in this setting. Due to the COVID-19 pandemic, parents continue to handover and collect their children at the nursery door. Children are welcomed by familiar, warm and caring staff, which helps them to feel safe and secure. They settle quickly into the stimulating play environment.

Play resources are arranged at low levels so that all children can see and access them. They independently select the toys they wish to play with. The youngest children thoroughly enjoy sitting with staff and giggling together while they look at books that they choose. Children remember what they have learned and point to familiar pictures in the book. Older children choose to engage in building large scale structures from blocks, drawing with a range of materials and in the sand. They comment they are making a 'mountain'. Children are busy and focus attentively on these chosen tasks.

Overall, children behave well. They learn to be kind to each other and share their favourite toys with their peers. They routinely use good manners and respond well to lots of praise from staff. All children, including those in receipt of additional funding, are developing lots of the skills they need to move on to their next stage in learning and eventual move to school.

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

- The manager has a clear intent for what she wants children to learn in each of the rooms, to help children to move forward in their development. Activities are planned specifically to support children to progress towards their next stages in learning and to develop and strengthen their skills. All children, including those with special educational needs and/or disabilities, receive tailor made support from staff to enable them to develop their skills and understanding.
- Children are keen to take part in activities with staff. For example, they select the tools to use in the gift wrapping session. Children listen carefully to the instructions and safety messages given by staff. They learn to use new tools, such as a tape dispenser, and develop their cutting skills with scissors.
- Staff communicate clearly with children and model language well. They consistently introduce new words during play. This helps children to understand their meaning, such as 'squishy' when describing how the play dough feels as they use their hands to squeeze it.
- Staff use specific assessments and work with other agencies, which help them to provide each child with the right support to make progress in their communication skills. As a result, all children, including those with English as an additional language, make progress in this area, from their starting points.
- Children have some opportunities to develop their skills for independence. The

youngest children tidy the toys from the floor and feed themselves competently from a young age. Older children manage their self-help skills, for example cutting their food using knives and forks. However, at times, some of the younger children do not routinely have the opportunity to practise their developing independence and self-care skills.

- Children have fun outdoors. They develop their physical skills using a range of equipment, including balancing on various wheeled toys. They enjoy running about freely in the space and digging with a range of tools in the earth.
- The quality of teaching is consistently good. Staff understand what is expected of them and feel supported by managers, who meet with them regularly to discuss their practice. They have access to training and are supported to increase their personal effectiveness and develop their teaching skills.
- Children have opportunities to learn about other cultures and families through a range of play resources, their celebration of festivals and they hold discussions and act out some of the stories they read together. This helps them to develop acceptance through a wider understanding of our similarities and differences in our communities.
- Parents speak highly of the support they receive. They say their children enjoy attending. They value the communication they receive about their children's learning. However, there is scope to further build on the relationships between parents and key persons to improve the consistency of information sharing and enhance the provision for children even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to ensure children's welfare and keep them protected from harm or abuse. They are alert to the signs and symptoms which may mean children are vulnerable to abuse. Staff have a good understanding of the procedures to follow in the event of concerns about children's welfare, including in the event of allegations against staff working with children. The nursery environment is secure and is routinely checked to ensure that it is safe for children to attend. Recruitment procedures are robustly followed. This includes the background checks that are made to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- build on the relationships between parents and key persons to improve the consistency of information sharing and enhance the provision for children even further
- increase opportunities for younger children to further develop their

independence and self-care skills.

Setting details

Unique reference number	EY403898
Local authority	Warwickshire
Inspection number	10206965
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	80
Number of children on roll	73
Name of registered person	SureStars Day Nursery Limited
Registered person unique reference number	RP905582
Telephone number	01926887178
Date of previous inspection	13 March 2017

Information about this early years setting

SureStars Day Nursery Limited re-registered in 2009. The nursery employs 22 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, 10 at level 3 and two at level 2. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection. A joint evaluation of the quality of teaching within an activity took place between the manager and inspector.
- The inspector spoke to parents and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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