

Inspection of Starfish Childrens Day Nursery

Farnham College, Morley Road, Farnham, Surrey GU9 8LU

Inspection date: 29 April 2022

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 do well at this welcoming and nurturing nursery. Children arrive confidently and eager to start the day. Children happily explore the interesting activities on offer. They form loving attachments with the staff who readily respond to their needs. Children behave well and are courteous to others. They use their imaginations to make up games with each other. For example, they pretend to be magicians and hide their hands in coloured water as if they have vanished. Children feel proud of their contributions.

Children develop a love for books. They are attentive listeners and respond with great interest when staff read to them using animated voices. Older children mimic the staff's use of expression as they retell stories. For instance, in the 'Three Little Pigs' story, they whisper, 'where is the wolf hiding?' so that the wolf's location is not given away. This effectively supports children's early reading skills.

Children learn the importance of leading a healthy lifestyle. They take part in 'aerobic' sessions in the garden and skilfully jog as they manoeuvre around obstacles. Children initiate discussions with their friends about the variety of healthy snacks they eat, such as how dried apricots feel in their mouths and whether they like them.

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

- Staff know children well. They deliver a well-sequenced curriculum that builds on what children know and can do. Staff use children's assessments to plan activities that keep children motivated to learn. As a result, children make good progress from their starting points. In the garden, older children competently master 10 star jumps and notice that they feel hot after. This helps support children's understanding of the affect of exercise on their bodies.
- Leaders gather details about each child when they start the setting, such as their likes and dislikes. This information helps to support children settle into their new surroundings. However, leaders do not have appropriate systems in place for record-keeping to ensure they consistently contain the required background information about individual children.
- Staff place a strong focus on children's communication and language skills. Children learn new words, which cover all areas of learning. Younger children hear and happily join in with different versions of their favourite nursery rhymes, such as 'baa, baa pink sheep'. Older children find two-dimensional shapes in their environment and learn that a globe is a three-dimensional shape.
- Children are given the opportunity to express themselves creatively when they mark make. They begin to understand that their marks have meaning. For example, children paint freely and explain that the white marks represent

rabbit's footprints. This helps to develop children's early writing skills.

- Staff prepare children for a smooth transition to their next stage in learning. Younger children move to the next room and are accompanied by a familiar staff member from their existing room. Older children are given opportunities to develop periods of sustained concentration to prepare them for their move on to school. This promotes children's emotional well-being.
- Staff provide opportunities to learn about different cultures. For example, children taste Indian food for Diwali. However, they do not gather sufficient information from parents about their children's home languages and their culture. As a result, they have not considered the many opportunities for children to understand about the diverse world they live in and what makes them unique.
- Leaders have a clear vision for improvement. They strive for an atmosphere of mutual respect and encourage staff to take on new roles and responsibilities. However, leaders do not sharply identify individual staff training needs when they monitor curriculum delivery. For example, staff do not always challenge children further to support their learning to a higher level.
- Parents commend the caring and dedicated staff. They say that the staff 'go the extra mile'. Parents value the ongoing communication about their children's learning. They appreciate the activities that are sent home and say that this approach provides continuity in their children's learning, which supports their progress further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge regularly. They can recognise potential risks to children's welfare, including exposure to extreme views and behaviours. Leaders and staff understand the local child protection procedures should they need to raise a concern. Leaders follow robust safe recruitment and guidance. There are effective measures in place to assess the initial and ongoing suitability of staff to work with children. Staff carry out effective risk assessments daily to ensure that children are safe indoors and outdoors. Children are encouraged to identify and manage their own risks. For example, they look for potential hazards before they start their 'aerobics' session in the garden. Children work together to remove any equipment that they could trip over.

What does the setting need to do to improve?

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

- extend opportunities to share children's home languages and cultures, to further enhance their understanding of the diverse world they live in and what makes them unique

- review professional development opportunities so that they are tailored to individual staff needs and help improve their curriculum delivery further
- strengthen systems for record-keeping to ensure they consistently contain the required background information about individual children.

Setting details

Unique reference number	2566957
Local authority	Surrey
Inspection number	10233515
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	52
Number of children on roll	59
Name of registered person	Starfish Childcare Limited
Registered person unique reference number	2566956
Telephone number	01252820333
Date of previous inspection	Not applicable

Information about this early years setting

Starfish Children's Day Nursery registered in November 2019 and is managed by Starfish Childcare Limited. The nursery opens Monday to Friday, from 8am to 6pm, all year round. It is situated in the grounds of Farnham College in Farnham, Surrey. The nursery employs 17 members of childcare staff, 10 of whom hold relevant early years qualifications from level 3 to level 6. The nursery receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine 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 nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the nursery manager.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2022