

Inspection of Star Day Nursery

21 East Hill, DARTFORD DA1 1RX

Inspection date: 8 July 2022

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

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in safeguarding practice mean that children's safety and well-being are at risk. Children enter the pre-school happy and confident, but they are not offered adequate support and teaching to make good progress. Leaders and staff fail to provide a curriculum that meets the children's needs. The quality of teaching is poor and the curriculum lacks purpose. Poor behaviour management puts children at risk as they run away from staff. For example, children climb furniture and room dividers to escape and run into spaces out of sight and or hearing.

Children are not supported to engage in purposeful activities and, as a result, wander around between activities. Children do not receive the support they need to make good choices during free play. Children show a lack of respect for others. For example, they take toys away from other children. This results in others becoming upset and showing signs of not feeling safe.

Despite this, when children do join in with a creative activity they engage well. For example, children enjoy making play dough and exploring texture. Younger children have good bonds with the staff and enjoy cuddles and story time. However, children do not gain the benefit of building on what they know and new learning. Staff know children's starting points, but do not provide quality teaching moments. For example, staff do not extend children's thinking by offering questions about familiar stories they read to them.

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

- Staff do not adequately safeguard children from potential risk of harm. For example, children gain access to areas that are not safe, such as the kitchen and staff room.
- Leaders fail to monitor the quality of the provision to ensure weaknesses are identified and acted on effectively. Staff working with children do not adequately supervise them to keep them safe. For example, children escape their area and run around the building. Staff do not act quickly enough to prevent this from happening and do not help children learn about their expectations for behaviour.
- Leaders do not have an ambitious curriculum that supports children's learning and development. Staff are not focused and skilled in providing quality and engaging opportunities for children to learn and make good progress.
- Children do not learn about healthy lifestyles. They do not have access to fresh drinking water. Some children provide their own water bottle, however, these are filled with juice rather than fresh water.
- Children's personal development is not promoted. Staff do not work effectively with parents to support children in developing self-care skills. For example, some children drink juice out of bottles rather than a cup and are fed instead of having

the opportunity to do it for themselves.

- Although staff are caring towards the children, they do not fully consider their individual needs. For example, children are not supported to make decisions and play alongside others, to build relationships with their peers.
- Overall, parent partnerships are positive. Parents comment that their children are happy when they come to pre-school and that staff are flexible in meeting needs, such as changing sessions for their children. However, parents do not receive enough information from staff about their child's learning, so that they can support their children's progress at home.
- Staff do not place clear boundaries and help children understand the expectations for behaviour. Children wander between activities and take toys from other children. This upsets others, who do not receive the comfort they need when this happens. When children do not respond to them, staff give up and leave the children to continue with poor behaviour.
- Some of the younger children are supported well and enjoy positive relationships with their key person. At times, staff engage the younger children with favourite stories and rhymes and children will sit for short periods of time. However, staff do not promote communication and language to build new vocabulary for the children. For example, staff do not ask questions or encourage children to take an active role in the story they are listening to.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not protect children from the risk of harm. Children are not supervised and supported effectively to keep safe. Children run around the building out of sight and/or hearing of staff and access areas that are unsafe. However, staff have a good understanding of child protection and know how to identify signs and indicators of abuse. They understand the processes to follow should an allegation be made against a member of staff. They know how to follow the whistle-blowing policy and how to escalate concerns to the local authority.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff receive appropriate support, coaching and training to improve the quality of teaching and ensure children access an effective curriculum	29/07/2022

improve staff understanding of how to effectively manage behaviour, set boundaries and help children learn to behave well	29/07/2022
take steps to ensure fresh drinking water is available and accessible to children at all times	29/07/2022
implement effective staff deployment to ensure children's needs are met at all times.	29/07/2022

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

- improve parent partnerships by sharing educational programmes, so that parents can support learning at home.

Setting details

Unique reference number	EY456320
Local authority	Kent
Inspection number	10246477
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 at time of inspection	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	23 January 2020

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

Lisa Robinson

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 inspector reviewed relevant documentation.
- The manager and inspector carried out a joint observation of an activity together.
- The inspector gathered and considered the views of parents.
- The inspector observed children's play.
- The inspector held discussions with staff around safeguarding knowledge.
- The inspector had a discussion with the leadership and management team.
- The manager and inspector carried out a learning walk and discussed the intent of the curriculum.

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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