

Inspection of Star Kids Children's Nursery

31 - 33 Hythe Street, Dartford DA1 1BE

Inspection date:

23 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and settle well in the nursery environment. They show that they feel safe and are confident to approach staff and ask for help when they need it. Staff provide children with activities that they will enjoy and join in with. For example, children spend time exploring different textures, such as dough, rice, sand, cones and leaves. Staff encourage children to talk about how the objects feel. This helps to support young children's early language skills. However, the intention for the curriculum is not clear and, consequently, the curriculum is not implemented throughout the nursery. Staff do not always make the most of opportunities to help children build on what they already know and can do, to help them make good progress in their development.

Overall, staff provide a warm and caring environment where children's care needs are met. Staff follow clear routines for children's regular nappy changing and rest times. Children enjoy healthy and nutritious meals and snacks, and their personal requirements are considered. However, at times, staff do not consistently encourage children to follow good hygiene routines.

Generally, children behave well. Staff encourage children to share, be kind and use good manners. Children respond positively to the regular praise and reassurance they receive from staff.

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

- The provider has worked hard, with the support of the local early years advisor, to make improvements and raise the quality of the nursery. They have a targeted action plan to work towards to continue to drive improvements. This has had a positive impact on ensuring children are kept safe at the nursery. However, it has not yet had an effective impact on the teaching and learning in the nursery. As a result, not all children receive good levels of support to help them make the best possible progress in their development.
- Staff use suitable language to help support children's developing vocabulary. For example, when children play with dough, staff support them to describe what the dough feels like. Staff role model words such as 'soft' and 'sticky'. In addition, staff support children who speak English as an additional language well. They learn key words in children's first language to support their care needs.
- Children have access to fresh drinking water, enjoy healthy and nutritious meals and have regular opportunities for physical play. This helps to support their healthy lifestyles. Children are encouraged to wash their hands before mealtimes. However, the nursery's approach to helping children learn about good hygiene practice is not consistent. For example, staff do not always

support older children to help them learn about the importance of handwashing.

- The quality of education is inconsistent. Some staff working with children do not have a secure understanding of their key children's development and what it is they need to learn next, particularly in the pre-school room. Some staff plan activities to occupy the children rather than to build on the knowledge they already have. Furthermore, at times, staff do not interact purposefully with children to help extend their learning. This means that not all children make the progress they are capable of.
- The provider supports staff through regular one-to-one supervisions and team meetings. Staff say they feel supported by their manager and have completed training to help develop their knowledge of safeguarding. However, the support does not focus sharply enough on strengthening staff practice. This means that staff are not provided with personalised training to help develop high-quality interactions with children.
- Staff spend time getting to know the children and build secure relationships. Staff working with the youngest children support their care needs sufficiently. When new children become unsettled, staff provide appropriate cuddles and comfort to reassure them. Furthermore, staff communicate regularly with parents about children's care routines. This helps to promote children's well-being.
- Parents comment that their children are happy and enjoy their time at nursery. They speak highly of the daily communication they receive about their child's day.

Safeguarding

The arrangements for safeguarding are effective.

The provider has taken significant steps to make improvements to the setting since the last inspection. For example, she has worked hard to address the safeguarding and welfare requirement actions previously raised. Staff have received training to develop their secure knowledge and understanding of safeguarding issues. They know what to do if they have child protection concerns about a child or an adult who is working with children. The provider uses robust recruitment and vetting procedures to ensure staff's suitability. A thorough induction process helps staff to understand their roles and responsibilities within the nursery. The premises are secure, and daily risk assessments are carried out to ensure the environment is safe for children.

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
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ensure all staff understand the curriculum intent and provide meaningful activities and learning experiences to help children make good progress in their development	23/02/2023
improve monitoring of staff practice and provide targeted professional development, to raise the quality of teaching to a good standard.	23/02/2023

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

- strengthen hygiene practices to help ensure all children across the nursery learn about the importance of personal hygiene.

Setting details

Unique reference number	EY481842
Local authority	Kent
Inspection number	10245187
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	0 to 4
Total number of places	35
Number of children on roll	69
Name of registered person	Star Kids Club Limited
Registered person unique reference number	RP531593
Telephone number	01322293920 or 07960654380
Date of previous inspection	23 May 2022

Information about this early years setting

Star Kids Day Nursery and Pre-School registered in 2014 and is located in Dartford, Kent. The setting employs 12 members of staff. Of these, eight hold appropriate early years qualifications. The nursery opens from Monday to Friday, 8am to 6pm. The nursery is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The deputy manager and inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years 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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