

Inspection of Starfish Day Nursery

52 Queens Road, Chadderton, Oldham, Lancashire OL9 9HU

Inspection date: 12 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the nursery because staff provide a home-from-home environment. As one parent explained, 'staff treat my children like family'. This nurturing approach gives children a good sense of belonging. Children are well looked after and build strong attachments with all staff. Children's personal development is promoted very well as staff encourage them to talk about their feelings. For example, when children talk about being scared of the dark at bedtime, staff offer warmth and reassurance. They also work with parents to help children overcome their worries.

Staff work hard to ensure that all children acquire lots of knowledge and skills. For example, there is a strong focus on early mathematics, as staff encourage children to calculate 'one more' and 'one less'. Staff weave mathematics into all activities. As a result, children benefit immensely from these well-planned activities. This gives them a good start in their early education.

Staff give children a voice, which shows they are valued. For example, children have created 'golden rules', such as 'not picking flowers from the garden'. They also enjoy being a member of the Starfish Committee. They take these roles very seriously. As a result of children's ideas, staff have made changes. For example, they have introduced a pretend supermarket in all rooms, and have plans for a teddy bears' picnic. Children are proud of their achievements.

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

- The leadership team is a strength of the nursery. Leaders, supported by staff, have created a calm and tranquil place where all children feel safe and confident. For example, babies explore their nurturing environment and enjoy playing peekaboo with staff. At other times, they gain control of their bodies as they begin to crawl and totter around the room. Staff remain close and give babies the reassurance they need to practise their new physical skills.
- Children benefit from rich experiences that ignite their interests and eagerness to learn. For example, older children experience awe and wonder as they nurture caterpillars and watch them change into beautiful butterflies. This helps children to appreciate the magical beauty of the natural world, as they release the butterflies into the nursery garden.
- The curriculum enables children to gain lots of knowledge and skills, which supports their future learning. However, the curriculum plans for literacy do not provide the right opportunities for children to learn in a sequential manner. For example, staff encourage children to learn aspects of phonics that are a little too advanced for their age and stage of development. This does not build on what children know and can do. This minor weakness is further impeded because

some words displayed around the nursery are written in capital letters. This has potential to cause some confusion for children.

- Despite gaps in literacy, children have many opportunities to develop a love of reading. Books and stories are provided throughout the nursery. As a result, children are able to experience the joy of reading and listening to stories.
- Managers and staff work incredibly well with parents. This partnership working provides huge benefits for children. For example, parents visit the nursery for stay-and-play sessions. This means they can observe their children's daily experiences in the vibrant nursery. Parents also embrace ideas from staff, such as using sand timers to help their children understand boundaries and learn how to take turns. Parents welcome the raft of support and ideas, which they continue at home.
- Effective partnerships with other professionals have helped to close gaps in children's learning. For example, staff share children's progress checks with health visitors. This integrated working enables them to identify and support children who may need a little extra help.
- The support for children with special educational needs and/or disabilities is strong. Staff use a 'graduated response' approach. For example, they carefully assess, plan and review children's individual care and learning needs. This enables staff to focus on what children need to learn to help them reach their full potential.
- Leaders and staff are committed to giving all children the best start to help them succeed. They have used early years pupil premium funding to enhance the learning experiences of disadvantaged children. For example, leaders have purchased resources, such as weighted blankets and 'putty dough' to support children's emotional well-being and physical development.

Safeguarding

The arrangements for safeguarding are effective.

All staff are qualified to administer first aid, which helps to ensure children's safety in the event of an accident. Staff also complete regular child protection training and discuss safeguarding scenarios throughout the day. As a result, they are fully aware of the procedures to follow to help ensure children's safety and well-being. Children's safety is further assured because the nursery's policies are consistently implemented. For example, mobile phones are stored securely in the office. Managers and staff also monitor children's attendance. If children do not attend, this is followed up with a telephone call or a home visit. This helps to ensure children's safety and welfare.

What does the setting need to do to improve?

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

- improve the curriculum plans for literacy so that staff can help build on what children already know and understand.

Setting details

Unique reference number	EY275059
Local authority	Oldham
Inspection number	10302532
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	67
Number of children on roll	142
Name of registered person	Starfish Day Nursery Ltd
Registered person unique reference number	RP909313
Telephone number	0161 626 9470
Date of previous inspection	9 April 2019

Information about this early years setting

Starfish Day Nursery registered in 2004. It is situated in Chadderton, Oldham. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The holiday club opens from 8am until 6pm during school holidays. The nursery employs 25 members of childcare staff. Of these, two hold early years qualifications at level 5, five hold level 4, 13 hold level 3 and three hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the setting.
- Discussions were held with the leadership and management team.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector considered the views of parents through face-to-face discussions, written testimonials and a telephone call.
- The managers and inspector completed a learning walk around 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.

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