

Inspection of Star Kids Children's Nursery

31 - 33 Hythe Street, Dartford DA1 1BE

Inspection date:

15 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children and their families are warmly welcomed into this friendly setting. Children come in happily, waving to familiar staff and going straight to their classrooms. This develops their confidence and self-esteem. Children behave well. Staff are kind and patient in their approach. They are good role models. Children offer to help and tidy up. This encourages their social skills well. Staff praise and encourage children, celebrating their achievements. For example, staff spend a long time supporting children to use the water station to fill up their cups and twist their lids. This helps to develop children's independence skills.

Staff promote children's language successfully. They read stories to children and engage them with rhymes and songs. Children enjoy finding ribbons and using these to join in with action rhymes with their friends. They excitedly ask for their favourites, waving their ribbons and showing full engagement. Staff promote children's imaginative skills well. Children thoroughly enjoy making models out of recycled materials. They sustain high levels of concentration and perseverance, and they proudly display their creations. This supports children's creativity skills successfully. Staff plan a motivating and stimulating curriculum for children, which is based on their needs and interests. For example, babies giggle and laugh when playing peekaboo with staff. Older children enjoy exploring vegetables, talking about the 'delicious' dinners they are making. Staff encourage children to talk about the different ingredients. They describe and name the vegetables for children. This encourages children's vocabulary and communication skills well.

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

- Leaders and managers have worked hard to make improvements. They have accessed effective support from the local authority to enhance practice and provision. Staff have made positive changes to the learning environments and invested in new resources to support children's interests. Children benefit from environments that are well matched to their age and stage of development.
- Staff promote children's social skills effectively. They play alongside children, posing questions, and they support children well. Young children enjoy washing dolls. They are engrossed in the activity and make sure they are gentle. Staff talk with them about how to care for the dolls appropriately. This supports children's understanding of caring for others.
- Staff encourage children's thinking and understanding skills. They engage in thoughtful conversations with them. For example, children were fascinated when looking for aeroplanes in the sky, and staff encouraged them to talk about where they might be going and how they work. This supports children's listening skills effectively. However, there are consistent times throughout the day when staff do not always notice when some children are less engaged than others. This has

an impact on the progress individual children can make.

- Communication with parents is good. Parents talk highly of the setting and individual staff. They appreciate the opportunities they have to provide feedback about the setting. For example, parents have regular forums with senior staff to share ideas. Parents appreciate the help and ideas they receive to support their children's learning and development at home. Children make good progress in their independence, confidence and language skills.
- Staff promote children's learning effectively. They plan an ambitious curriculum that supports children's development in all areas of learning. Young children enjoy engaging with the play dough to make cupcakes, and they talk with staff about shapes and sizes. Staff skilfully support children's understanding of how long they need to be 'cooked'. This supports children's mathematical understanding. Older children enjoy taking part in an egg and spoon race, taking care to balance the resources. This successfully supports children's physical development.
- Staff promote children's individual needs well. They use simple signs to support children to communicate. Where children need additional help, staff work in partnership with families and access effective support from external agencies to ensure they make good progress. Children, including those with special educational needs and/or disabilities, are very well prepared for their transition to school.
- Children benefit from a language-rich environment. Books are plentiful, and staff plan activities based on children's interest in stories. They eagerly choose their favourites, and staff spontaneously read to children and sing songs with them. Staff take children regularly to the local library to join in with rhyme and story times. This successfully encourages a love of reading.
- Children benefit from the support they receive from well-trained staff. Staff talk highly of the support they receive from leaders and managers to help improve the quality of care and education they offer to children. They have regular supervision opportunities to identify their individual needs effectively. Staff say they love their jobs, the children and the families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have robust systems in place for the recruitment, induction and ongoing suitability of staff. They take their roles and responsibilities seriously. Staff ensure that daily risk assessments are undertaken and regular fire evacuations are practised. Staff have received a range of safeguarding training and can confidently identify signs and symptoms of abuse. Staff know what to do if they have concerns about children or if an allegation were to be made about a colleague. They know where to go to access further advice and support.

What does the setting need to do to improve?

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

- support staff to further identify where individual children may need support to be fully engaged in their learning.

Setting details

Unique reference number	EY481842
Local authority	Kent
Inspection number	10267482
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	32
Number of children on roll	42
Name of registered person	Star Kids Club Limited
Registered person unique reference number	RP531593
Telephone number	01322293920 or 07960654380
Date of previous inspection	23 November 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 11 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

Victoria Salisbury

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and deputy manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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