

STARLIGHTS

Inspection report for early years provision

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Inspection date	19/01/2010
Inspector	(Kate) Kathryn, Jane Ryder
Setting address	Link House, Bolton Road, Kearsley, Lancashire, BL4 9BT
Telephone number	07882213129
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Starlights Nursery was registered in 2009 and is privately owned by a limited company. It is registered to provide full day care for 53 children and is registered on the Early Years Register. It operates from a two-storey converted detached building in the Kearsley area of Bolton. Children are grouped in three playrooms; one on the ground floor and two on the first floor, according to their age and needs and there is a secure outdoor play area.

The setting opens five days a week from 7.30am to 6.30pm for 51 weeks of the year. Children attend from a large catchment area. There are currently 43 children on roll, with five in receipt of nursery education funding. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 10 members of staff who work with the children, seven of whom have appropriate early years qualifications. Two members of staff are currently undertaking National Vocational Qualification level 3, and a further three practitioners have embarked on a early years degree. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress towards the early learning goals, because they are well supported by a team of staff who have a good understanding of the learning and development requirements of young children. Staff promote an inclusive environment where all children are valued as individuals and those with learning difficulties and disabilities are included. Children's safety and welfare is generally well promoted. Strong emphasis is placed on partnerships with parents and this enables staff to offer continuity of care and education. Organisation of the playrooms is effective and the nursery is clean and safe. In the main, documentation and policies and procedures support the practice. The setting is beginning to self-evaluate their practice and recognise where improvements need to be made, such as developing the outdoor play environment and introducing parent evening events.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan the feeding needs of babies and young children to take account of their individual needs, so they they begin to take control of quantities and develop increased independence
- improve the safeguarding policy by making sure it reflects current legislation wording
- make sure the first floor bathroom is maintained at a temperature which

- ensures the comfort of the children and the staff
- make sure all staff are aware for the need for confidentiality, particularly in relation to not publically displaying children's personal details.

The effectiveness of leadership and management of the early years provision

The managers and staff safeguard children well. They have a clear understanding of their responsibilities and know what the procedures are should they have a concern. Children are further protected through appropriate staff recruitment procedures, which ensures all adults are vetted. Staff are deployed effectively and closely supervise children at all times. Risk assessments promote children's safety and they are in place for all areas of the setting, however, the children's bathroom on the first floor is not maintained to a suitable temperature, making it a cold, uncomfortable environment for children. In the main, clear policies and procedures are in place but the safeguarding policy does not wholly reflect current guidance. Generally good care is taken to store confidential information securely. However, children's personal information, including names, addresses and dates of birth are openly displayed in the playrooms.

The management team has begun to assess their practice, and they have identified two short term goals for further improvement. They want to develop the outdoor play provision, including making structural alterations to current storage rooms making them accessible to children and promote evening parent meetings to discuss children's learning and development. Staff teams work well together and they are pro-active in encouraging parental involvement. Parents have recently been invited to complete questionnaires and they receive effective information. For example, daily diaries for younger children and daily information sheets for children over two years, regular newsletters and informative notice boards on each level of the building. They also receive very good information about the Early Years Foundation Stage (EYFS), and are invited to add written comments into the children's profiles on a monthly basis when they take the file home. Parents speak very highly of the staff, whom they find friendly and very approachable. They report feeling extremely well informed and involved in their child's care and education needs.

The nursery promotes equality of opportunity and has begun to build links with other professionals involved with children with special education and disability needs. The organisation of the premises, availability of resources and deployment of staff, effectively supports children's learning and development whilst promoting their welfare and well-being.

The quality and standards of the early years provision and outcomes for children

Children are happy, confident and independent individuals, who are supported well by staff who have a good understanding of the EYFS, ensuring that they make good progress towards the early learning goals. A good balance of adult-led and

child-initiated play activities are provided, and there are opportunities within planned activities to introduce children to the wider world through the celebration of cultural events and festivals. Children are able to independently access resources easily from low level storage units and labelled containers, using both print and picture. Low level photographs of the children assist them in settling-in the nursery, provide a sense of belonging and create an on-going reference to themselves. Staff make good use of the children's 'personal profile' document, to help them gain an insight into their stage of development on admission. Staff make observations of children as they play and use the EYFS practice guidance to assess their learning and development in the six areas of learning. As well as the evaluative observations, staff use photographs effectively to illustrate children's progress. Staff provide children with good support and encouragement and consequently they are very motivated to learn.

Staff interact very well with the children. They spend time listening, talking and playing with them, on their level. Staff respond warmly to young babies, they provide them with ample opportunities to explore their environment, particularly supporting them to develop their senses through the accessible treasure baskets and textured wall mounted boards. Very young children enjoy relaxed meal times, where they all sit together with members of staff around tables. Meals arrive from the kitchen pre-served onto plates and in general the portions are over-whelming for young children. This means that they do not have opportunities to learn about quantities, have little control of choice and rarely receive positive praise from staff for finishing their meal.

Children have warm relationships with staff, they share frequent hugs and kisses and staff widely initiate conversations. Children know print carries meaning as letters and words are displayed around the rooms to label storage and their artwork. Children freely access a range of media in mark-making areas, and they enjoy making random marks with felt-tip pens and making marks with their fingers in the sand and glitter. Children learn to recognise their own name through a self-registration system. Well resourced book areas are made comfortable and inviting with large, soft cushions. Children learn about number and shape as they play. They sing number songs and a member of staff counts as a young child builds the soft bricks into a tower. They enjoy threading pasta and talk about variations in size. Children begin to learn about growth as they regularly measure their height and compare size on the wall chart. Children enjoy making cards and taste different foods as they celebrate the festival of Eid; helping them learn about how other people live. They explore what happens when they mix two colours together in the paint palette. Staff help children develop their skills for the future appropriately during their time at the nursery.

Children learn how to behave in ways that are safe for themselves and others, as well as developing an understanding of danger because staff reinforce safety rules through repetitive discussion. They know when using the staircase they must hold onto the low blue hand-rail, and they must tidy toys away once they have finished playing with them. Staff follow good hygiene procedures which help to prevent the spread of infection. Children learn by example, follow routines and refer to the posters displayed, showing them how to wash their hands. They enjoy meals and

snacks prepared by the nursery cook, and keep themselves refreshed with access to fresh water throughout the day in cups labelled with their personal photograph.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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