

Mini Stars Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Mini Stars Day Nursery opened in 2004 and operates from two rooms in an open plan church hall. It is located within the London Borough of Lambeth. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a total of 26 children, all of whom may be in the early years age range. There are currently 29 children under five on roll. The nursery receives funding to provide free early education to children aged three years. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities. It nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery employs nine members of staff including a caterer. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make strong progress in most aspects of their learning, and trusting relationships with staff successfully support their individual needs. Good partnerships with parents enhance the quality of care, particularly during times of transition. The staff team are developing partnerships with local schools and other agencies. Good procedures are in place to help ensure children's safety and well-being. The staff team effectively reflect on their practice and have made good improvements since the last inspection. These processes result in mostly good outcomes for children and in continuous improvement to the nursery provision.

What steps need to be taken to improve provision further?

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

- encourage older children to develop self-care skills during meal times, such as pouring their own drinks and serving their own food.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust and help to protect children effectively. Staff understand the procedures to follow if concerns arise or an allegation is made relating to a member of staff. The majority of staff have first aid and safeguarding training which helps to promote children's welfare successfully. Rigorous background checks help to ensure that all staff are suitable to work with children. Staff implement the nursery's procedures responsibly. For example, they accurately maintain attendance registers to monitor when children arrive and depart. Children effectively learn about potential risks to keep themselves and their environment

safe with good support from staff.

The management team organises frequent team meetings with staff to discuss evaluations of practice. Staff reflect on outcomes and identify areas for improvement successfully, for example, by changing the layout in the baby room to support physical development and introducing 'interest boards' so parents can share their children's experiences from home. Staff have successfully addressed recommendations raised at the previous inspection.

The staff team supervise children closely and offer stimulating activities to encourage progress in learning. The nursery has a good range of resources to bring areas of interest to life. For example, children explore space and the universe in the home corner which effectively helps them to imagine life on another planet. In the creative area children draw aliens and planets while telling each other stories about life in space. Play resources are freely accessible and help children to make choices and plan their own play.

The staff team successfully promote equality and diversity. They celebrate and value differences by planning effective activities and sensory experiences to meet the individual needs of each child. For example, when settling in new babies, the staff team sing songs and rhymes from different cultures to develop trusting bonds and relationships. Babies enjoy this activity and react enthusiastically. Children also explore 'treasure baskets' which provide familiar objects to effectively support the transition from home to nursery. The daily use of indoor and outdoor play enables children to explore their preferred areas of interest and learning styles. Staff communicate with a range of professional agencies, such as speech and language therapists, to ensure that children with special educational needs and/or disabilities benefit from sound support. Successful relationships with parents are well-established and make an enriching contribution to children's well-being and learning. Parents highly value the comprehensive level of communication and support they receive from the staff team on a daily basis and during planned events. Parents state they feel reassured that their children are happy and enjoy their time at the nursery. Parents praise the nursery routine and exemplary menu, noting that their children's appetite and curiosity to try new food has greatly improved. Staff are proactive in developing partnerships with local schools to help promote continuity for children.

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

Children make good progress in their learning and development and thoroughly enjoy their time at the nursery. They enjoy watering and planting new shrubs in the newly developed outside area, recognising the importance of taking care of flowers. They engage in active story time sessions, outside games and role play, which effectively stimulate and develop their language skills. For example, children playing outside receive encouragement from staff to use special words in a running game which successfully supports their listening skills. Children then change their play into a space and rocket theme and through this they negotiate new rules and solve problems for themselves. They develop their physical, creative and language skills as they enjoy stimulating rhythm and dances to celebrate diversity. They engage for long periods of time singing and getting to know each other. They are

developing their early writing skills effectively. For example, have access to a range of writing resources which they select independently and engage in challenging activities to write for different purposes. Children concentrate well during technology and counting activities with effective adult support. Most older children effectively learn how to use money and what purpose it has in the wider world. As a result, children successfully secure skills for future learning.

Children benefit from an effective key person system which successfully acknowledges their individual needs, interests and achievements. When new children join the nursery at the beginning of term, the management team employs extra staff to support children's emotional needs during their transition from home. Well organised routines help babies and older children to become safe and secure in the setting. For example, if children become tired during meal times, staff encouraged them to rest and save their meals until they wake up. Older children effectively learn to take turns and care for their friends. For example, older children offer favourite toys to the babies at meal times and develop new friendships when helping each other.

Children learn about good hygiene routines and most can follow these independently. Meal times are sociable occasions with all children and staff eating healthy meals together. Children are secure in the nursery and know what is expected of them. For example, children demonstrate they are aware of 'stranger danger' and know there are rules about doors being locked to keep their nursery safe. They also learn about safety through regular fire evacuation practice. Children receive encouragement from staff to be as independent as possible. However, older children do not always develop a sense of responsibility during meal time routines as staff pour drinks and serve food for them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met