

Starfish (Little Shipmates) Ltd

Inspection report for early years provision

Unique reference number EY379569
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Inspector Lisa Ellis / Heidi Abernethy

Setting address Starfish Childrens Day Nursery, 2 Delta Business Park,
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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Starfish (Little Shipmates) Ltd is one of three provisions run by Starfish (Little Shipmates) Ltd. The setting registered in 2008 and operates from a two storey converted industrial building in a small industrial estate in Fareham, Hampshire. There is an accessible toilet and a stair lift to the first floor. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is able to provide care for a maximum of 130 children at any one time. There are currently 119 children on roll.

The nursery is open each weekday throughout the year from 07:30 to 18:00 and the after school provision runs each weekday from 15:30-18:00. Some holiday care is also provided. The setting employs 27 staff of whom 18 hold childcare qualifications and four are on training.

Overall effectiveness of the early years provision

Children have enjoyable experiences and are happy and well settled within the environment. Their learning and development is well planned to ensure they are all included in the full range of activities. Management successfully involve all staff in self evaluating the provision, striving for continuous improvement to ensure children's welfare is well promoted.

What steps need to be taken to improve provision further?

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

- continue to develop observational systems to identify children's next steps and use these to fully inform parents of their children's individual progress enabling them to continue learning at home
- improve snack and meal times to increase children's independence and to make these times an enjoyable learning experience

The leadership and management of the early years provision

The staff team work effectively together to ensure children gain learning experiences across all areas of the curriculum. There are comprehensive systems in place for the recruitment and vetting of staff which contributes to children being well safeguarded. The two-way annual appraisals of staff highlight their individual training needs which feed into the continuous improvement of the setting.

Management oversee and monitor daily practice to ensure staff continue to meet children's individual needs. The setting identifies their own areas for improvement through regular self evaluation and have acted upon these to promote children's welfare. For example, they are making changes to the garden surface to make it safer for the children.

New parents receive very detailed written information about the policies and procedures of the setting. They are asked to provide full details about their children which enables staff to plan for the children as individuals. Parents of very young children receive basic written daily feedback about their child's day. Throughout the provision, parents receive verbal communication at the end of each day. However, some parents are not fully informed of the progress their children are making in their development or how they can extend learning at home to complement what their children are learning in the setting. Regular newsletters and up to date notice boards ensure parents are informed issues that may affect their children's care, for example, staff changes.

The quality and standards of the early years provision

Children make good progress in all areas of learning by engaging in a wide range of adult led and child initiated play. Their independence is generally well promoted as they select their own resources from low-level storage. Older children take themselves to the toilet and put on their own outdoor clothing, promoting their self-care skills. However, the organisation of meal and snack times does not allow children to develop these skills which sometimes leaves them disinterested and restless for short periods of time.

Children behave very well as staff have consistent expectations of their behaviour. Children are helped to understand right from wrong as staff offer clear explanations of why certain behaviour is unacceptable. For example, staff give children reasons why it is unsafe to run inside. Children develop close bonds with staff, for example, young babies are held whilst being bottle fed and are comforted when upset. Throughout the nursery there is good interaction between staff and children, with staff getting down to children's level to talk to them.

Children benefit from having a key person who is responsible for planning their activities and making observations on their progress. However, this information is not always fully used to identify the next steps in children's learning. Children play very well together and are kind and considerate to their peers. They are good at taking turns and sharing and help each other with activities, such as using the computer and helping each other to spell their names.

Children learn about keeping themselves healthy through well balanced menus and discussions with staff. They are provided with nutritious meals that are cooked on site to meet their individual dietary needs. Children have daily exercise and fresh air as they play in the nursery gardens developing their physical skills which helps promote a healthy lifestyle.

Older children thoroughly enjoy their weekly French lessons with an external teacher. They enthusiastically take part in familiar rhymes, songs and games which helps to increase their vocabulary and develop an understanding of other languages, increasing their awareness of the wider world. This learning is extended with the use of activity sheets so children can consolidate what they have learnt

with their French teacher, for example, counting, remembering parts of the body and saying colours in French.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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