

Shining Stars

Inspection report for early years provision

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Inspector Anne-Marie Moyse

Setting address Marine Academy Plymouth, Trevithick Road, PLYMOUTH,
PL5 2AF
Telephone number 01752213979
Email john.searson@plymouth.gov.uk
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*.

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

Shining Stars was registered in 2011, and was previously known as Magic House. It is managed by a committee formed from the statutory body of the Marine Academy, Plymouth. It operates from a purposely converted building, situated within the grounds of the Marine Academy, Plymouth. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 8.00am to 6.00pm for 50 weeks of the year.

The provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time of whom no more than 12 children may be under two years. The nursery also offers care to children up to the age of 11 years. Currently the provision has 24 children aged from two to four years on roll. They provide support for children who have English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded early education for three- and four-year olds.

Currently, there are five members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 3. The provision has recently employed a qualified Early Years Professional to commence at the provision in August 2011 and a lead practitioner to manage the baby room from September.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are content and secure at the setting and are making sound progress in their learning and development. Through links formed with parents staff are aware of, and support, children's individual needs appropriately. Partnerships with other providers and parent's are not fully in place to provide continuity and coherence for each child's learning. The setting have undertaken some careful self-evaluation of their provision, and are able to identify strategic areas for improvement. However, these have yet to be fully implemented to have a positive impact on the outcomes for children. The setting currently has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- develop further systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of

- learning and care
- continue to develop the methods of recording and assessing children's achievements, sharing this information with parents and agreeing ways of working together to extend children's learning across all areas

The effectiveness of leadership and management of the early years provision

Staff care for children in a safe and secure environment and supervise children effectively. They undertake daily checks of the environment to minimise any hazards to children. All staff undergo detailed checks to ensure they are, and continue to remain, suitable to work with children. Staff demonstrate a sound understanding of procedures to follow and action to take if they have any concerns about children in their care. The provision is very well resourced both inside and in the secure garden areas, with many safe and suitable resources to promote children's independence and their understanding of the wider world. A variety of positive images and words are displayed at child height to extend children's understanding of diversity and other cultures, although these do not always reflect the home cultures and languages of the children attending. Links with other agencies ensure that children's additional needs are identified and supported appropriately.

The staff have worked hard to accommodate the recent changes to the provision and have a positive approach to the long term benefits this will bring to the children. They have moved premises and undertaken a new management structure whilst maintaining continuity for the children and families attending. The setting have identified the need for additional staff to be employed to manage the expanded service and drive improvement in all areas, but this is not yet in place. The management team are planning to adopt the self-evaluation process used within the main Academy to focus their development and realise their vision for a high quality provision, but this remains an area for improvement. At present, there are some weaknesses in the organisation of the provision. For example, although all regulatory documentation is in place it is not always fully completed or maintained in an effective way. Staff undertake observations of children and identify their 'next steps' but this information is not clearly used to provide detailed plans for every child's progress to be promoted according to their individual interests and across all areas of learning. Parents are warmly welcomed by the staff and are provided with verbal information on the children regularly. However, there are no secure systems in place to involve parents and other providers of the Early Years Foundation Stage in planning for children's learning to promote consistency between the home and the various provisions children attend.

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

Children are happy and content and are forming strong relationships with the staff and others. They are generally well behaved and respond positively to the requests

of the staff, such as to use 'walking feet' when moving around the playroom. Children are becoming independent in managing their personal hygiene routines and washing hands at appropriate times. They enjoy pouring their own drinks at snacktime and eat healthy snacks. Flexible arrangements are in place for the provision of lunches, with some children accessing the healthy meals through the school. Others bring their own packed lunches from home which are stored appropriately, but parents receive little guidance on suitable nutritious foods to help promote children's understanding of healthy options. Children dress appropriately for the weather conditions and have constant access to the outdoor play area. This helps children to be active and exuberant in their play, and supports their learning, including how to take risks and consider their own safety. They develop their imagination and physical skills as they use the various crates and wooden blocks to make a rollercoaster with their friends and the help of staff. They talk about their own experiences and develop their communication skills.

Staff prepare an interesting, enabling environment, which overall reflects children's interests and stage of development. There is a high level of child lead activities, which are supported suitably by the high ratio of staff present. Children frequently access books and have stories read independently to them in a variety of cosy areas both inside and outdoors, in addition to the whole group times. Therefore, children are developing a fondness for literature and are showing an interest in making marks and recognising their names, developing skills for the future. During their play children count and recognise numbers displayed around the room. This is reinforced as they count how many slugs they find in the garden, but staff do not encourage children to record their findings. A range of sand and water trays with various small equipment, supports children in exploring different media and materials to discover what happens when these are mixed. One child recognises the effect the rain has had in creating mini puddles. He extends this connection by making his own puddles with water from the buckets and thoroughly enjoys jumping and splashing, watching how the water disappears again. Others develop their imaginations using the small world resources such as the trains or dinosaurs. Their imagination is further developed as children create and construct models out of junk and craft materials. They cut and manipulate various tools, using different types of tapes, string and wool to join and decorate their projects. Staff are on hand to assist, and try to engage children in conversation as they play, although children are not always given opportunity or time to reply. Children are developing a sense of rhythm, enthusiastically suggesting their favourite action rhyme and songs. Staff interact with children appropriately ensuring that everyone is included and happy.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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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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