

# Tia's Little Stars

Inspection report for early years provision

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**Unique reference number** EY379068  
**Inspection date** 20/10/2008  
**Inspector** Susan Jennifer Scott

**Setting address** Barming Village Hall, Heath Road, MAIDSTONE, Kent,  
ME16 9JU

**Telephone number** 07999093973

**Email**

**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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Tia's Little Stars has been registered since 2008. It is privately owned and managed. The nursery operates from the main area of the village hall in the Barming area of Maidstone. There has been a previous group at these premises for many years.

A maximum of 30 children aged from two to five years may attend the group at any one time. The group is open during term time on Tuesdays and Thursdays from 09:15 to 14:55 and on Mondays, Wednesdays and Fridays from 09:15 to 12:25. It opens for 45 weeks of the year. All children share access to a secure, enclosed, outdoor play space.

There are currently 16 children from two to five years on roll. Of these, seven children receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from the local area. The group welcomes children with learning difficulties and/or disabilities, although none currently attend; two children who speak English as an additional language attend.

There are three members of staff as well as the manager, and additional recruitment as the group grows. One staff member holds an appropriate early years childcare qualification to level two and another has started a qualifying course at level two. The manager holds an appropriate early years childcare qualification to level three. The group receives support from the Local Authority.

## Overall effectiveness of the early years provision

Staff are welcoming to families and are keen to improve all aspects of care and education by reviewing what they offer, and through training so that they can build upon their skills and knowledge. There is limited access to the provision for those with disabilities but staff are keen to offer a positive experience to all children and families. Systems and resources to support inclusion for all children are not fully developed as new staff are still learning about the needs of some children and how to document these. Written procedures are given to all parents and regular newsletters and plans provide information for parents so that they can play a supportive role in the development of their children's skills. As the setting has only recently opened with a new staff team, the manager has identified a number of quality improvements she wishes to introduce but recognises that the priority is ensuring children enjoy a range of positive experiences organised by a secure team.

## What steps need to be taken to improve provision further?

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

- ensure there is a system in place to share next steps for all children so that staff can utilise opportunities to support progress of individuals
- ensure that all children can easily access fresh drinking water

- ensure that the screens used are not a hazard to children
- provide up to date and accurate information for parents, in particular, the policies and procedures
- ensure that staff value linguistic diversity and provide opportunities for children to use their home language in their play and learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that half of all staff, other than the manager hold a full and relevant level 2 qualification (Suitable People)

01/09/2009

## **The leadership and management of the early years provision**

The manager is aware of her role and responsibilities and provides good support for the staff which, in turn, enables children to enjoy positive experiences. One staff member has begun a qualifying training course as the setting is currently in breach of the welfare requirement to have fifty per cent of staff, other than the manager, qualified to level two. There is induction training for staff who are all new, and a set of policies ensure the safety of the children attending. However, some of the policies and procedures available do not accurately reflect practice as they have not been updated to link to the Early Years Foundation Stage.

The registered person manages the setting and is an experienced practitioner who evaluates and monitors the educational aspects of the provision, and is developing good relationships with many other agencies who work with children. For example, she has completed a starlight course with the local authority and receives ongoing support from a number of specialist staff, like speech and occupational therapists, who provide advice in the setting. However, staff are unsure of the home language and individual culture of some children and, therefore, cannot effectively acknowledge and support the needs of all children.

There are good relationships with parents and systems for sharing information with parents, such as regular consultations, reports and newsletters, enable parents to support children's learning at the setting. There are adequate procedures to protect children's health, to safeguard their welfare and staff are all aware of the importance of minimising risks to the children.

## **The quality and standards of the early years provision**

Teaching skills of new staff are developing as the manager is concentrating on forming a secure team who can work together as a priority. Several staff are enrolled on training and are becoming familiar with the Practice Guidance for the Early Years Foundation Stage. They have general ideas of what information they need to enable children to progress but are not experienced enough to cater for individual needs within the programme. They are completing accurate and clear observations and the manager is using these to construct plans that will meet

children's needs. There is not yet a system in place to identify and share next steps for all children so that staff can utilise opportunities to support their progress efficiently.

The manager is evaluating and reviewing constantly to provide children with varied and interesting activities. There is a good balance of child and adult initiated play although the outdoor play is not well promoted, partly due to the limited resources provided outside. Other areas of learning are planned to provide varied and enjoyable experiences and plans are flexible to accommodate individual requests. For example, one child asks about the play dough and this is immediately provided for him. Children have experimented with cornflour gloop and enjoy measuring out large quantities of wooden beads in containers. They explore role play opportunities, dressing up as superman or fairies but their play is not fully promoted as they do not have other imaginative play props to extend their experiences and they are not used to fetching or requesting these themselves.

Children enjoy the stories that are read to them and have a selection of appealing books to access independently and they learn how to recognise their names on the labels they use at snack times. Children have some opportunities to learn about the natural world through using resources like pine cones and wood chips and it is intended to make more use of the outdoor environment for such play. Staff frequently encourage children to count, to identify colours and shapes and do this using meaningful activities. For instance, children play cooperatively with the small cars and the garage, negotiating which car can be used next and staff help this process by asking if they will use the green or the yellow one.

The children are encouraged to be aware of safety during their activities, learning how to throw and kick balls so that these are not directed towards people. There are effective procedures to ensure that children cannot leave the setting unaccompanied and to protect the security of the setting. The spacious hall offers some opportunities for children to engage in vigorous play indoors but overall, the premises are dark and lack colour and interest; the staff affix posters to some areas, although they have to remove these each time they leave. Children are able to play safely on the whole, although the screens used to provide some shelter and boundaries to play areas are insecure and topple over if knocked hard.

There is access to some outdoor resources and children mostly enjoy using their physical skills to experience physical challenges and fresh air. Staff are developing plans to programme further use of the outdoor environment and supervise children's outdoor play vigilantly, encouraging them to play safely. Staff are patient and good humoured when dealing with children's behaviour, they give clear explanations and employ positive methods to enable children's good behaviour. This results in happy experiences for the children, whose self-esteem is nurtured.

The children are protected from infection by the record keeping and documentation procedures, and parents acknowledge accidents. Children enthusiastically help to wash the cups after their snack and enjoy the social and learning opportunities that are organised by staff when they sit down for their healthy snacks and packed lunch. This encourages children to develop good eating habits and they enjoy discussing their preferences and needs with encouragement from staff. Children

build their independence, making choices about the food they choose and learning how to behave towards each other when sharing. There are no consistent procedures for providing fresh drinking water or to instruct children how to obtain drinks, to ensure they are not thirsty. Children are encouraged to communicate politely, develop good manners and are beginning to exchange information about their home lives. This enables them to develop an understanding and appreciation of how other people live.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.