

Little Stars

Inspection report for early years provision

Unique reference number EY372057
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Inspector Jayne Rooke

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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 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

Little Stars Nursery opened in August 2008. The setting is privately owned and jointly managed. It operates from a single-storey building in Mancetter, Warwickshire. The nursery serves the local and surrounding areas and has strong links with the local community and Children's Centre services. There are fully enclosed play areas and a shared garden available for outdoor play.

A maximum of 29 children may attend the nursery at any one time. There are currently 58 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 13 children receive funding for early years provision. The setting also offers care to children aged over five years to 10 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00. Children are able to attend for a variety of sessions. The setting has procedures in place to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is level access to the premises for people with disabilities.

The setting employs nine members of staff. All hold appropriate early years qualifications. There are three staff currently working towards Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The setting provides highly effectively for children in the Early Years Foundation Stage (EYFS). The comprehensive and child-centred system of observation, assessment and planning ensures that all children enjoy individualised care and make rapid progress in their learning and development. The provider creates an inclusive and welcoming environment so that all children benefit from the exciting range of activities. All of the required documents are exceptionally well maintained. Positive action is taken to identify and action key strengths and areas for improvement within the setting. Adults work very well together and continuously strive to improve the experiences of the children who attend the nursery. They are beginning to develop the use of technology equipment within the nursery to support children's learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- expand opportunities for children to use information and communication technology and programmable toys to support their learning.

The leadership and management of the early years provision

Robust safeguarding policies ensure that children are well protected because staff, volunteers and students have a very clear understanding of all safeguarding children procedures. They confidently describe how to implement policies appropriately in order to protect children from harm and neglect. All of the necessary vetting procedures have been completed. Children are closely supervised and nurtured by the attentive staff at all times.

The providers have excellent systems in place to monitor and evaluate the provision to ensure that improvements are made where necessary. For example, continuous provision for outdoor play and the extension of play facilities to significantly enhance play and learning experiences for all children is well under way. Records, policies and procedures are individual to the nursery and regularly reviewed to ensure the safe and efficient management of the setting. Risk assessment records are comprehensive and accurately maintained in line with requirements and regulations. This significantly enhances children's safety.

All staff hold relevant childcare qualifications. The providers are highly committed to improving their own and staff's knowledge, skills and understanding of how young children learn and develop. All staff are keen to enhance their professional skills, attending many training courses throughout the year. They provide many opportunities to share their excellent practice with their peers and other professionals in the early years service. This significantly enhances the provision for children and young learners. Excellent links with the local community centre, early years services and schools ensure that children's needs are consistently supported across a wide range of provisions.

Partnerships with parents and carers are successfully nurtured. They are truly valued as partners in their child's learning. Innovative systems such as personalised transition books are used to share information about the setting and children's families to ensure children leave parents with ease and settle confidently within a secure and comfortable environment. Attractive individual development records ensure that each child's 'learning journey' contains detailed information from all those involved in their care and importantly that children's own 'voices' are represented.

The quality and standards of the early years provision

Children are inspired to investigate, explore and use their creativity and imagination. Practitioners successfully provide varied and exciting opportunities which are carefully tailored to meet children's individual needs and interests. Children independently select a wide range of art and craft materials to explore different textures and to express their individual creativity. Babies and young children are actively encouraged to make marks and patterns in their spontaneous play. Children use a wide range of toys, equipment and resources to construct objects, develop imaginative play scenarios and access many exciting play opportunities both indoors and outside. Songs, rhymes and stories are used

effectively to develop children's emerging language and numeracy skills. Young children are excited by musical sounds and rhythms as they play with instruments and action toys, confidently seeking adult help when needed. They develop good coordination and balance skills as they learn how to move around obstacles, furniture and equipment safely. They are excited and motivated to learn within a stimulating child-centred environment. Children develop strong sensory awareness in their play and explorations. They enjoy the look, smell, touch and feel of sand, rice and other hard and soft materials as they investigate using all of their senses. Role play activities and outings to various places of interest help children to expand their knowledge and understanding of their local community and the wider world. Pictures, posters and play resources are attractively displayed within the everyday environment which help children to learn about people from different backgrounds, abilities and other languages. They develop confidence and independence as they use everyday technology equipment in their imaginative play and have good access to a wide range of toys and equipment that help them to find out how things work. Children are beginning to use computer systems so that they learn how to operate simple computer programmes.

Staff skilfully base their observations and assessments on what children enjoy and can do, taking into account children's individual abilities when they first start to attend the setting. This ensures that activities are exceptionally well planned and organised around each child's interests, ideas and personalities. They use innovative and successful assessment systems to monitor and record children's progress and to plan the next steps in their learning. Key Workers are available to talk to children's parents and carers on a daily basis about their child's care, well-being and developmental progress. 'Learning stories' are continually shared so that children and parents contribute to the planning process and how activities and routines can be developed to meet each child's needs. Children enjoy strong and trusting relationships with adults and each other. They respond to individual attention with enthusiasm and giggles of delight during their play and active games. Staff's calm and consistent interactions help children to develop a strong sense of themselves. Interesting activities and social events outside of the premises significantly enhance partnerships and children's play and learning experiences. As a result children make excellent progress across all of the areas of learning and develop skills that contribute to their future economic well-being.

Children are cared for in a safe and welcoming environment in which risk is continually assessed, well managed and effective. Children learn how to keep themselves safe and healthy through the daily routine and because staff act as good role models. As a result, children develop good knowledge and understanding of safety rules and how to use equipment and play safely both indoors and outside. Children learn about the benefits of a healthy lifestyle. They choose healthy snacks and drinks and take part in robust physical exercise each day. Menus are well planned and prepared using fresh produce and information from child health nutritionists. Plans to involve children in the growing of vegetables and fresh produce are currently in place. Opportunities for quiet and rest in cosy areas such as 'the snug' are available to children at any time.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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 registration.

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.