

# Little Stars Nursery

Inspection report for early years provision

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**Unique reference number**

EY375318

**Inspection date**

27/02/2009

**Inspector**

Jan Healy

**Setting address**

The Methodist Church, Bristol Road, Farrington, Gurney,  
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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 Star Nursery registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within a Methodist Church in Farrington Gurney, in the district of Bath and North East Somerset. A maximum of 24 children may attend at any one time. The setting provides care from Monday to Friday between 08.00 - 18.00 for 49 weeks per year. Currently there are 36 children on roll in the early years age group. There are seven staff who work with the children, with five holding an appropriate qualification in childcare, as well as a cleaner. The group own an African land snail as a pet, who lives in the nursery part-time. There is easy access into the nursery, with the parents having the advantage of parking spaces to drop off and to collect their children in safety.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The children arrive happily at the setting and are confident to approach and talk to the staff on duty, with whom they share a warm and affectionate relationship. The children are making realistic progress in their learning and development, with the staff supporting the children, as they spend the majority of their time sitting at their physical level and playing with them. They answer the children's questions using language which they can understand. One child, for example, when on an outing asked about why there were mouldy raisins on the ground, and a member of staff explained that it was moss. The staff are committed to promoting inclusive practice and to make continual improvement.

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

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

- ensure all the staff are able to support and extend the children's learning, so they are suitably challenged
- improve the quality of planning so they are purposeful, relate to the children's starting points and evaluate them, to help secure future planning
- develop effective links with other providers to promote the integration of care and education
- continue to develop a method of self-evaluation, to identify the provision's strengths and weaknesses and act upon them
- ensure the staff have appropriate skills and knowledge to enable them to further the children's progression

## The leadership and management of the early years provision

The staff have begun to make use of a method of self-evaluation, to help identify the provision's strengths and weaknesses. However, this is not currently effective

in aiding the staff to promote improvement. This is because the areas identified as in need of reviewing are vague, and there is no explanation as to how or when an improvement is going to be made. Such information is not shared with all of the staff, therefore, some are unaware of the provision's goals.

The staff work reasonably well with the parents, with all the provision's policies and statements being readily available for their perusal. They are kept informed about the daily menu and information is shared about the children's likes and dislikes, so the planning of lunches takes place with the children's preferences as a priority. The parents are provided information through a 'see how we are shining' method of recording, which provides them with an idea about the achievements the children are making. However, partnerships with other settings who deliver the Early Years Foundation Stage is currently not taking place to ensure the progression and continuity of care and learning.

The staff are well versed in the importance of ensuring the children in their care are safeguarded at all times. They are knowledgeable about the possible signs and symptoms of abuse and neglect, and the procedure to follow in the event of a concern being noted. Vetting procedures ensure the staff are suitable to work with young children and they are protected from adults who are not vetted when on outings. The majority of the staff hold an appropriate qualification in childcare and attend ongoing training programmes, to keep themselves up-to-date about any changing of legislation. Risk assessments are carried out for both the indoors, garden and on the outings the children attend.

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

The staff take appropriate precautions to ensure the children in their care remain healthy and free from cross-infection. The children are reminded about the importance of maintaining their own personal hygiene. For instance, to make use of individual paper towels for the drying of their hands and discarding them after a single use. The staff hold a current first aid certificate and are confident to deal with an accident, with details being shared with the parents. Written parental permission is sought for the seeking of emergency medical treatment or advice, to prevent the delay in the children from receiving the professional care they require. Prior written permission is also sought for the administration of medication, with suitable records detailing the dose and time given. A healthy and nutritious lunch is prepared and cooked by a member of staff. The children eat together making for a sociable occasion when they chat about events that are important to them. Each child has their own beaker of fresh drinking water, which they access independently, helping to prevent them from dehydrating, particularly after physical play.

The staff teach the children strategies to keep themselves safe. For example, when on outings, they hold hands and are taught about road safety. When playing on wheeled toys in the garden, they are reminded about their own and other's space and to avoid bumping into each other. In the playrooms, precautions, such as fitting fireguards to low-level heaters, prevent the children from burning themselves. Hot liquids, dangerous items and sharp objects remain out of the

children's reach. An effective arrival procedure is in place, with the use of an intercom system. The departure procedure ensures the children leave with an appropriate adult, and details are recorded about an adult other than their main carer who are to collect them, with the use of a password.

A written behaviour management policy is understood by all the staff and is shared with the parents. The children behave well most of the time, but they are seen running indoors, causing furniture to overturn. The noise level is sometimes quite high, making it difficult for adults and children to hear what they are saying to each other. The children are, however, taught about respecting each other's similarities and differences and look, for example, closely at each other's eye colour, making a chart to see which is the most common. This helps the children's understanding that although everyone is different, all are just as important. The staff speak kindly to each other, which the children emulate, making for a friendly environment.

Each child has a member of staff assigned to them to act as a key worker who is known by the parents. They spend time with particular children helping them to further their progress in their learning. However, the staff currently work in their own way. For example, all the children have a learning diary, but the contents differ, depending on the member of staff completing it. Therefore, some children have simple records of learning recorded, whilst others do not have any. Information about the children's starting points is inconsistent, causing difficulty in ascertaining the progression the children have made. Information from observing the children is not always used to ensure they achieve as much as they can. The quality of planning, although satisfactory, is based on a theme and is not currently robust enough, to ensure all the staff know what they are wishing the children to gain from a particular activity or why the activity is taking place. Some staff have not received training in early years, therefore, the children are not always sufficiently challenged. Activities are not thoroughly evaluated to help inform the next stage of learning.

The children do, however, have fun whilst in the care of the staff. They enjoy playing in the garden, where they dig for worms, looking carefully at the difference in their length. They go for walks to the local park, where they learn about nature and the changing seasons. Visitors to the group, such as fire fighters and police officers, aid the children's understanding about the people who work in their community. They play number games and sing counting songs and rhymes to further their understanding about basic mathematical concepts. They take part in baking cakes and making Polish bread, whilst weighing and measuring the ingredients. They are challenged when dissecting fish, as they have to guess what they might find. Yoga aids the children's strength and stamina and helps to enhance their confidence. The children make patterns with peas and beans, which they mix with paint. They add scent to water and use their guessing skills to think about what the smell could be. Literature helps the children's understanding that print has meaning. Books are displayed at the children's level, to enable them to self-select stories of their choice. Skills, such as developing their understanding of a computer, contributes to their future economic well-being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.