

# Little Stars

Inspection report for early years provision

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**Unique reference number**

EY312022

**Inspection date**

24/06/2009

**Inspector**

Patricia Webb / Rebecca Johnson

**Setting address**

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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

Little Stars Nursery has been registered since 2006 and operates from a converted and recently extended property in Hilton, South Derbyshire. The accommodation is set out over two floors with stairs access only to the first floor. There are three fully enclosed outdoor play areas laid out to soft play surfaces and grassed lawn areas. The nursery is open Monday to Friday from 07.30 to 18.15, for 51 weeks of the year.

The nursery is registered to care for 122 children from birth to under eight years. It is registered on the Early Years Register to care for a maximum of 87 children in the early years age range at any one time. There are currently 105 children on roll in this age group. Older children also attend an out of school provision. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and/or disabilities and children with English as an additional language.

There are 28 members of staff employed of whom 22 hold relevant early years qualifications including teaching qualifications and early years degrees. Five members of staff are working towards higher level qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Strong partnerships are forged with parents, carers and other providers to promote a consistent approach to children's care, learning and developmental needs. Effective systems are in place to monitor and evaluate the quality of the practice within the setting ensuring continuous improvement. Consequently, children are making strong progress in all aspects of their development.

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

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

- evaluate the range of methods used for observation and assessment to reflect a systematic and pertinent approach to individual children's on-going development
- expand staff's knowledge and understanding of safeguarding children policies to develop confidence in implementing appropriate procedures when necessary
- improve the organisation of sleep times with regard to the condition of some bedding and the placement of the mats.

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

Providers and practitioners work closely together to explore and implement ways to improve the provision and ensure that children receive a high level of care and education. This is delivered through a broad range of activities that excite and stimulate children in all areas of their development. The partnerships with parents and others is a particular strength in the setting. Detailed information is gathered on each child's individual routine and update as they reach key milestones to ensure all needs are met. Staff work effectively with other settings that children in the Early Years Foundation Stage attend.

Inclusive practice is a key strength in the setting as owners and staff liaise closely with parents and other professionals to offer a consistent and constant approach to enabling all children to participate in the experiences on offer. Staff use specific sign language with babies and older children to facilitate effective communication, reduce frustration and develop skills to be used in the future. Additional resources such as picture timelines and illustrated storage of resources encourages all of the children to engage in making choices about their play and activity.

Policies and procedures within the setting are highly effective in ensuring that children's welfare is promoted. Documentation is well-organised with parents and carers able to access them freely. Additional strategies such as using an e-mail system for individual parents keeps them fully informed of their children's progress or any other relevant information. Parents speak highly of their satisfaction with this system enabling them to exchange information regularly and be assured of the quality of care and learning their children receive. Risk assessments are regularly and diligently carried out both on and off the premises to keep children safe. Staff knowledge of safeguarding procedures is sound with staff very aware of the known indicators of abuse. Most staff are aware of the procedures to be followed should they have concerns about a child although, some staff are not yet fully conversant or confident with the complete process. This has the potential to hinder how swiftly such a concern may be managed effectively.

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

All children benefit greatly from the committed and enthusiastic approach by owners and staff to promote their welfare, learning and development. They enjoy healthy and nutritious meals cooked freshly on site by the cooks who take great care to work closely with parents to offer the right consistency and content of meals particularly for babies and toddlers when weaning. Specific dietary needs are noted and adhered to with on-going discussion with parents and carers. Staff and managers take time to research allergies and intolerances to widen the options for the children and share such information with parents. Clear hygiene routines are implemented in order to reduce the risk of the spread of infection. Older children follow effective personal routines understanding why hand washing is important and knowing that they need to wear sun cream and wear hats when playing outside in warm sunny weather. The arrangements for sleep time after lunch are, at times, disorganised resulting in some children being unsettled,

walking on some of the bedding on the floor. Some mats used are showing signs of wear and tear. Records are maintained to demonstrate that minor accidents and the administration of medication are managed efficiently without fuss to promote on-going good health.

Children's behaviour is managed very positively with much deserved praise being offered to promote their self-esteem. For example, staff recognise when they show care and consideration for each other and each child is highly valued as an individual. One child beams with pride as a member of staff praises their art work created and enables the child to display this work on the wall board. Staff are keenly aware of child development, ages and stages and consequently, issues such as biting for example, are managed very positively with great support offered to parents in the way of discussing strategies to handle this and seeking out additional specialist information. Such commitment to working in partnership with parents and care is highlighted by parents themselves as being key to being fully involved in their child's development.

Children make good progress in their learning and development as staff ensure that planning is linked to individual abilities and interests. Detailed records of observation and assessment of children's development are kept by staff to show progressions across all areas of the Early Years Foundation Stage. Staff are eager to ensure that children have consolidated their learning and are seeking to develop a range of systems for observation to ensure these are always pertinent.

Outdoor play is planned daily and children enjoy accessing activities that cover all areas of their development in the spacious and interesting spaces. They delight in running through the diaphanous materials hanging from the line and create dens inside and out. Babies and toddlers have sheltered areas outside as they relax in the swings, develop their motor skills negotiating wheeled trucks and cars and discovering the texture of the grass under their hands and knees. Older children relish the bug hunting, using their magnifying glasses to examine ladybirds and discuss how they tickle on their skin when they are held. Some children are observing the life cycle of butterflies having cared for the caterpillars from the larva stage. They are planning to create their own book to catalogue the development, taking pictures of the various stages of growth.

A thoughtful conversation takes place as children consider the sinking and floating properties of various items in the water tray and then explore their environment to find other items to try out. Staff offer appropriate levels of support to enable all children to enjoy their time in the setting as for example, a baby crawls to a member of staff signing that they want a book. The adult extends this by signing to ask what particular book and the child delights in having the story of their choice having demonstrated the sign for 'rabbit', their favourite book.

## 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>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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