

# Little Stars

Inspection report for early years provision

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**Unique reference number**

EY394125

**Inspection date**

01/03/2010

**Inspector**

Karen Louise Prager

**Setting address**

Rutherford Appleton Laboratory, Chilton, Didcot,  
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**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**

Little Stars Nursery is part of Bright Horizons Family Solutions Ltd. It opened in 1996 and re-registered in 2009. It operates from the ground floor of specially adapted premises on the site of Rutherford Appleton Laboratory. Priority for places is given to employees of this site although other families can use the facility if places are available.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 63 children within the early years age range may attend the nursery at any one time and there are currently 100 children on roll. The nursery is open each weekday from 7.30am to 6pm. All children share access to a secure enclosed outdoor play area. Children attend for a variety of sessions and come from a wide catchment area as most of their parents travel to work on the site. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language. The nursery employs 18 members of staff to work with the children. Of these staff, 12 have early years qualifications. Support is received from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are recognised as unique and the staff have a good knowledge of each child's background and needs. Children are progressing well in all areas of learning and development and enjoy their time at the setting. There is a high regard for children's safety. The staff's high ambition for continual improvement provides a strong base for the ongoing development of the nursery. Exceptionally strong relationships with parents ensure that the needs of all children are met, along with any additional needs.

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

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

- monitor observations and assessments to ensure there is a full coverage of all six areas of learning over the year to support children's progress
- develop partnerships with other settings that the children attend to promote cohesion and continuity in their learning and care.

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

Children are safeguarded extremely well as there are extensive recruitment and vetting procedures. All staff have an understanding of their responsibility to safeguard children and have completed relevant training. The nursery's extensive

policies and procedures are regularly reviewed and implemented by staff. Children are taught to learn to keep themselves safe during play. For example, staff carefully explain to children why they must ask for help when opening the door to the outdoor area, and why they must hold scissors down as they walk. Security of the premises and safety of the children is paramount for the staff. They are careful to ensure that only authorised people collect children. The main door to the building remains locked at all times when children are in the building and the inner doors also remain closed as an extra precaution. Parents are aware of the need to ensure that they do not allow other adults to enter. Thorough risk assessments are completed, recorded and reviewed regularly. Clear routines ensure children are encouraged in good personal hygiene procedures and good eating habits. For example, children are encouraged to wash their hands before meals, to sit at the table and eat and try the healthy snacks that are on offer.

Staff work well as a team, providing support for each other during sessions. They are well qualified and appropriate staffing ratios ensure all children have their needs met during their time at the setting. The nursery management demonstrates a clear drive to improve provision for children. The quality of the provision is regularly assessed and all staff and parents are asked to reflect on the provision and suggest areas to improve. Action plans are drawn up, with identified timescales for outcomes. These are regularly monitored and updated to ensure that improvements are driven forward. Children spend much of the day engaged in activities chosen from the accessible resources set out ready. Staff plan and provide interesting activities which ensures that the needs of all children are met. Regular observations are carried out which inform a three monthly development report. However, these are not monitored to ensure all six areas of learning are covered and show large gaps in observations carried out over the year. All children have regular access to the well equipped outside play areas. Books and dressing-up clothes are set out ready for use and children participate in a planned painting activity. With the support of staff they create paint tracks made by wheeled vehicles. Babies all go out together several times a day and older children have free-flow access to their outdoor area. Children choose to use the outdoor play space frequently throughout the day and enjoy the large space at all times of the year. The key person system works well and staff know their key children well. Regular discussion amongst the staff enables this knowledge to be shared amongst all who care for the children.

Highly positive relationships have been developed with parents. Staff encourage an involvement in their children's learning and regular written feedback on what the children are doing and how well they are progressing is provided. Parents in turn respond by contributing to the weekly liaison books and children show pride when they share in a group what they have been doing at the weekend. The various systems of communication that are in place ensure parents remain highly included in the care and development of their children. Parents spoken to are very happy with the care provided and how well their children are progressing. They comment on how staff work hard to ensure the children are happy and well settled. The nursery staff have started to develop links with other settings that the children attend, although systems to share knowledge are not yet effective in developing continuity in learning.

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

Children are welcomed into a friendly environment. Children are happy, confident and settle quickly into their play. Space within the building is used very effectively to meet children's needs, with space for children to participate in active play, and to rest quietly. The indoor area for the youngest children provides plenty of space for free movement. Older children run freely outdoors and follow the paths on wheeled toys.

Children are able to make choices for themselves, for example, they are given the opportunity to select the resources they would like to use throughout the day. Children enjoy their time at the setting, they interact with each other and the staff well. They learn to share, take turns, develop a sense of independence, make friends and respect each other. Older children sit together at the start of the day and discuss the date and the weather. Through the daily use of the interactive display children come to know, for example, the name of the country that their friend comes from and the associated national flag. Younger children sit together and sing a welcome song, using 'hello' in each child's home language. As a result, children come to know the linguistic or cultural background of their peers.

Staff have a good knowledge of the Early Years Foundation Stage framework and are confident to help children learn. Children spend much of their day in self-chosen activities with staff using their knowledge of the children to support their learning. Observations are carried out regularly and recorded. These are then used to inform assessments of development and future planning. A building site adjacent to the nursery provides interest to children and they watch as the large crane moves. Children later link this learning to other activities and seek to make their own crane with laces and magnets, although staff do not take the opportunity to scaffold this interest and build into planned activities. Children listen well to stories read to them and also self-select books to share with friends. With support they use the computer and develop good control of the mouse. Young children develop confidence and control of their body as they skilfully negotiate the steps and slide.

Children develop healthy lifestyles as they willingly choose to play outside. As they get older children learn to put on their own coats and boots, developing their independence. Each day a child is selected to be a 'Handy Helper'. This role involves helping to care for their environment and supporting their peers, such as when they assist in preparing the tables for lunch. Meal times are a social time for all children, they sit together and are assisted in serving themselves from the freshly cooked food brought to the setting. The staff's clear knowledge about children's dietary requirements ensures that children's needs are well met. The structure of the toddler's day enables those who still wish to rest to do so and staff sit with children to settle them and regularly check on them whilst asleep, ensuring their safety and comfort.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met