

# Little Stars Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY398236
<b>Inspection date</b>	04/03/2010
<b>Inspector</b>	Suzanne Joyce Stedman

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<b>Type of setting</b>	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 Day Nursery opened in 2009. The group is situated in Southend on Sea, Essex and is accessed via a slop to the front of the premises. A maximum of 40 children from six weeks to 13 years old may attend every weekday excluding Bank holidays. There are currently 16 children on roll in the Early Years Foundation Stage age group of whom seven are funded. The group is open from 7.00am to 7.00pm. The group supports children with learning difficulties and disabilities and also supports children who speak English as an additional language. The group employs seven staff, all staff have appropriate early years qualifications. This group is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming nursery environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used with children spending a good proportion of their time outside. Parents are valued as partners in their children's learning and close links with local schools enable a smooth transition for children as they progress into full time education. Effective systems for monitoring and evaluating the provision enable the owner and staff to identify areas for continuous improvement.

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

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

- ensure confidentiality is maintained at all times this refers to the accident book
- ensure operational plan is reviewed and only contains relevant information
- ensure all children's assessments identify the next steps

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

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. A comprehensive risk assessment is carried out annually and daily checks are made ensuring that potential hazards to children are identified and appropriate action is taken. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised both indoors and outside. The required documentation is in place, however, some

documentation needs updating and confidentiality needs to be maintained in all paper work. Children's assessments are in place, however, not all currently identify the next steps.

All staff employed are suitably qualified and experienced. They are highly motivated and work together as a team. Staff have a good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have opportunities to learn about different cultures and traditions through the celebration of multicultural festivals and a good range of resources which reflect diversity.

The environment is planned to offer children a stimulating and welcoming environment. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making. Children have access to an outdoor area for a large part of the session which enhances their learning opportunities. Parents receive good information via the prospectus, notice board in the entrance area and regular newsletters. Detailed information is provided by parents before children start to enable staff to gain an understanding of children's needs, abilities, likes and dislikes. Parents are able to speak to staff on a daily basis. Informative displays, access to children's assessment records and parent consultation meetings are successful in ensuring parents are kept involved in their children's learning and progress. The nursery has formed links with outside agencies and other settings delivering the Early Years Foundation Stage.

The owner and staff use self evaluation systems to reflect on their practice. Strengths and areas for improvement have been highlighted and the setting recognises the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children are happy, confident and settled in the child centred, welcoming environment. Staff set out an interesting and motivating range of activities on a daily basis which cover all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. Planning is balanced across all areas of learning and focuses very much on children's interests which ensures activities are meaningful and children are actively engaged. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning by asking questions. For example, children playing with a magnetic game were asked which items were magnetic and which were not, enabling children to discuss their thoughts and ideas.

Children communicate confidently with staff who listen attentively. They are beginning to recognise print as they select the games they wish to play on the computer. Children enjoy stories and looking at pictures books, one to one or as a group. Children use numbers in their play and staff use spontaneous opportunities for fun mathematical activities such as snacks and ladders. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games. Photos of children enjoying activities are displayed throughout the nursery contributing to children experiencing a sense of belonging. Children are involved in choosing forthcoming activities as staff sensitively listen to their ideas and ensure resources are provided for the next session. Children are very involved in the local community visiting local parks and the sea front. Their understanding of the natural world is very well promoted as they watch ducks, terrapins, geese and sea birds and collect items of interest like shells and leaves. Children enjoy being creative. They skilfully use a range of materials such as paint, coloured crayons and pens to create pictures of their own design. They enjoy large design projects such as making red envelopes as part of the Chinese New Year celebration.

Children are developing a good understanding of how to keep themselves and others safe while inside and outside the nursery. Children enthusiastically demonstrate their knowledge through their role play, climbing a ladder to carry out a rescue or using recyclable materials to make a hose to role play fire fighting. Children are offered healthy snack food and drinks are readily available. Children manage their personal hygiene routines well and understand they need to wash their hands before eating to remove dirt and germs. Children play outdoors daily benefiting from regular fresh air and exercise. They enjoy energetic games such as football and manoeuvre small wheeled toys with skill and confidence. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Positive rules are explained to the children so they know what is expected of them. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

## 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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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