

My Little Stars

Inspection report for early years provision

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Inspector

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Setting address

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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

My Little Stars Nursery was registered in 2004 and operates from a converted two storey property with an enclosed area for outdoor play, in a residential area of Tile Hill, Coventry.

A maximum of 37 children may attend the nursery at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 6pm all year round, except for bank holidays. There are currently 47 children on roll. All the children are within the early years age range and mainly come from Coventry and the surrounding areas. The nursery currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The setting employs 12 childcare staff. They hold a range of professional childcare qualifications including BA honours degrees, NVQ Level 2 & 3 and several staff are working towards additional qualifications and early years degrees. Additional support staff are also employed in food handling and premises officer roles.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a genuine desire to meet children's individual needs and provide a welcoming and friendly setting for all. Children are safe, have fun and make steadily progress in their learning. They have a good overview of how to effectively implement aspects of the Early Years Foundation Stage framework in order to promote children's care, welfare and development. The setting forms strong links with parents, carers and with others involved in the children's lives to ensure continuity of care. Good organisation and well-established documentation, policies and procedures keep children healthy and safe. Systems of self-evaluation and reflective practice are in place that celebrate success and drive improvement.

What steps need to be taken to improve provision further?

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

- develop the existing observation and assessment systems to more effectively identify what children are learning and use these to determine children's next steps
- revise the way snacks and mealtimes are managed to provide a more positive social atmosphere.

The effectiveness of leadership and management of the early years provision

Staff work together with drive and enthusiasm to ensure the smooth day-to-day running of the setting. Rigorous recruitment, induction procedures and ongoing staff training, ensure staff have relevant knowledge and experience and are suitable to work with children. A strong commitment to keeping children safe is evident, Close Circuit Television systems are in place and children are well-supervised. Appropriate accident records are kept and a member of staff with a first aid qualification is always present to be able to respond positively should a child have an accident or become unwell whilst at the nursery. All required health and safety policies and detailed risk assessments are in place to identify and reduce potential hazards and these guide staff in ensuring that children's welfare is protected. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed, should they have a concern about a child in their care.

Children access a stimulating learning environment indoors through a variety of inviting resources and enjoyable play experiences. There is a good balance between spontaneous, child initiated activities and those that are planned and led by adults. Children's uniqueness is valued and diversity promoted to ensure that no child is disadvantaged. Observation and assessment systems are in place to monitor their progress through the six areas of learning.

Effective methods, such as, the key person system, are in place to ensure that relationships between staff, children and parents are secure. Daily discussions and individual home/nursery diaries are used to aid communication. A good two-way information sharing system enables staff to care for children consistently with regard to their individual needs, interests and parental preferences. The setting fosters close relationships with parents. Those spoken to during the inspection feel they are given a good range of information, their views are taken into account and they feel confident that their children are happy at the nursery and receive good quality care. Liaison with others involved in children's care and links with local schools are well established to aid a smooth transition as children move on in their education.

Strategies for the setting's self-evaluation and reflective practice are in place that celebrate strengths and identify areas for further development of the nursery provision. Documentation and required records are well-maintained and reviewed on a regular basis to ensure compliance with regulations.

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

Children enjoy their play and generally make good progress in their development through the range of activities and experiences provided. A wide range of resources are freely accessible, promoting children's choice and independence as

they self-select. Children are confident and relaxed in the presence of all staff. This is evident as babies reach out to staff for cuddles. Children involve staff in their creative and imaginative play, for example, when involved in art and craft activities, role-play or in outdoor play activities. They play together harmoniously, taking turns to measure, mix and stir the ingredients during a cooking activity. Independently they explore their environment. For example, choosing to go out of doors to the covered play area or accessing the indoor sensory rooms. Children become curious and inquisitive about the world around them, as they grow flowers and vegetables, explore the outdoor nature trail, look for frogs in the pond or care for the giant African land snail.

Staff provide a balanced programme of activities and children are establishing a sound basis to develop future skills. For example, they celebrate a range of multicultural festivals and events and enjoy a full range of arts, crafts and musical activities. Children show growing practical awareness of numbers, shapes and sizes as they build towers of bricks and construction toys and measure and weigh ingredients during cooking activities. Children are showing interest in letters that form their name which they match and recognise on labels, posters or displays around the room. Staff engage children in lively conversation that expand their language and children show a real interest in shared books and favourite stories, such as, 'The Gruffalo'. Children are developing their information and technology skills as they use the camera to take digital photographs and become confident in using the whiteboard, computer keyboard and mouse.

Staff observe and assess children during their play and routines. They maintain written and photographic records of what individual children are doing. From this, they begin to identify children's interests and plot their progress through the six areas of learning. However, evidence of what children are actually learning is not always identified or recorded in their learning journeys. Therefore, children's progression may be compromised as methods for planning individual children's next steps are not fully effective.

The nursery, promotes healthy lifestyles and the setting ensures children have daily fresh air and exercise opportunities. They play in the garden and go on walks and outings, which also develops a knowledge and understanding of their local community. Staff encourage children to recognise the importance of personal hygiene, for example, washing their hands after using the toilet and before eating food. Healthy meals, vegetarian options and snacks are provided, such as, home-made meat or vegetarian pie, swede, mashed potatoes and peas. Bowls of fresh fruit are always available and children are encouraged to remain well-hydrated as the nursery provides drinking water in individual cups or from the water coolers. However, the areas used for serving meals are quite restricted, consequently, the way snacks and mealtimes are managed lacks a positive social atmosphere.

Staff implement a range of methods to help children understand what is appropriate behaviour. They use clear age-appropriate explanations, are consistent and offer encouragement and praise. Consequently, children know what is expected of them and behave well. They take turns when involved in activities or playing with their toys and they are beginning to understand how their behaviour affects others by being helpful and kind. For example, one child encouraging

another during a cooking activity when cutting out biscuit dough saying, 'that's it, you can do it, just press down hard'.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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