

# Little Stars Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY269734
<b>Inspection date</b>	12/12/2011
<b>Inspector</b>	Nicola Jones

<b>Setting address</b>	58 Woodplumpton Road, Ashton-on-Ribble, Preston, Lancashire, PR2 2LQ
<b>Telephone number</b>	01772 768 687
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little Stars Day Nursery was registered in 2003. It operates from a detached building located close to the A5085 Blackpool Road to the north side of Preston. The nursery is open Monday to Friday from 6.45am to 6pm throughout the year. Children have access to three playrooms, bathroom facilities and a secure outdoor play area. The facility is registered to provide care for a maximum of 52 children at any one time. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 85 children attending, all of whom are within the early years age range. The nursery employs 15 staff who work directly with the children, including the manager. All staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Highly positive and well-established relationships with other agencies and local schools are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. Children are cared for by practitioners who have well-developed knowledge of individual needs, however, systems are not in place to monitor progress so it is not clear how children are progressing towards the early learning goals. Outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose, however, risk assessments are not reviewed properly and do not cover all areas with which children may come into contact with. The manager is motivated to seek further improvement and implements suitable plans aimed at improving areas of weakness.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis; ensure a record of these particular aspects is maintained and when and by whom they have been checked, with particular reference to radiators and thermostats. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)
- 23/12/2011

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

- develop systems to track children's progress towards the early learning goals
- ensure parents contribute to children's files to provide a full picture of their learning and development.

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

Children are safeguarded because staff implement effective policies and procedures. Effective recruitment and vetting procedures are in place. All staff have been suitably trained and know what action to take in the event of a safeguarding issue. Children are safeguarded and protected as the indoor and outdoor areas are secure at all times. Risk assessments are conducted regularly, however, they have not been reviewed properly and do not cover all areas with which children may come into contact with. For example, current documentation does not cover radiators and thermostats.

Staff are knowledgeable about the Early Years Foundation Stage and use this suitably to support children in their learning. They use a reasonable range of teaching methods and provide adequate resources to provide a sufficient range of activities and experiences to meet children's needs. Most children's development is satisfactory as a result of attending the nursery, however, systems are not in place to track individual progress therefore it is not clear how children are progressing towards the early learning goals.

The manager is motivated to seek further improvement and is effective in focussing the nursery's efforts on priorities. Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare, learning and development. Opportunities for staff to meet regularly have been implemented and as a result they are enthusiastic and focussed upon improving outcomes for children.

Partnerships are well established and make a strong contribution to children's achievements and well-being. Links with other providers are effective when children attend more than one setting. For example, information is shared on a regular basis for children who attend a childminding setting. As a result, continuity is maintained and children's social, emotional and educational needs are addressed appropriately. The nursery liaises with external agencies or services to ensure children get the support they need. Parents and carers are kept well informed about their children's achievements, well-being and development; information collected on entry is well used to establish children's individual starting points. Parents are very happy with the provision and describe how their children enjoy attending and how settled they are.

The nursery adequately promotes equality and diversity and challenges stereotypical views through discussion with children when situations arise. Staff know and understand each child and where their needs lie. They modify activities to enable all children to access them. Children have regular access to a range of story books, photographs and toys which help them to understand and learn about other cultures.

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

Children are happy, confident and enthusiastic to learn in an interesting, well equipped and welcoming environment. They have fun as they eagerly choose from a range of developmentally appropriate activities and learn to make their own decisions. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. As a result, children are making satisfactory progress in relation to their starting points and every child is suitably challenged by the learning experiences provided. Children have individual development files containing observations which are matched to the Early Years Foundation Stage and identify next steps in learning. This information is effectively threaded through into planning. This information is regularly shared with parents and carers, however, opportunities are not made for them to contribute towards this information. This means that a full picture of children's welfare, learning and development is not achieved. Children have access to a range of resources in both the indoor and outdoor environments which allows them to make choices and become independent learners. Very young children develop communication skills as they copy words modelled by adults and babble as they explore their environment with interest. Pre-school children read stories to each other and enjoy identifying their favourite parts of traditional tales. Problem solving, reasoning and numeracy are part of everyday activities and children enjoy counting the number of bricks in a tower and describe how they have created Christmas wrapping paper using shape printers. Staff are passionate about the use of the outdoor environment and children regularly access the area to extend their learning on a larger scale. Children have access to computers and other electronic equipment and as a result children are developing the skills they need in order to secure future learning.

Children are secure in the nursery and most are beginning to display a strong sense of belonging. Settling in arrangements are in place and as a result children enjoy the time they spend there and generally display confidence and self-esteem. Children behave well and show care and concern for each other; this is because staff provide good role models and praise children for their efforts. Children are beginning to form positive relationships and most are developing skills, working independently as well as alongside peers.

Adults teach children about keeping safe. Most children are developing a sense of how to keep safe within the environment. For example, older children know it is unsafe to play near the safety gate located at the entrance to the room. Fire safety procedures are in place and children take part in regular fire drill practises. As a result, staff help children to adopt safe and responsible practices.

Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, children thoroughly enjoy the physical challenges presented by the cargo nets in the outdoor area. Children have ownership of their health and well-being

and talk confidently about foods they need to eat to remain healthy.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 23/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 23/12/2011