

# Little Stars

Inspection report for early years provision

---

**Unique reference number**

EY230699

**Inspection date**

26/03/2012

**Inspector**

Veronica Sharpe

**Setting address**

The Corner House, 18 Strelley Road, Nottingham,  
Nottinghamshire, NG8 3AP

**Telephone number**

0115 9290330

**Email**

ennwnss@nch.org.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 was registered in 2002 and is managed by Action for Children. It operates from the Corner House on the Broxtowe estate just outside of the city of Nottingham. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide 48 places for children under eight years. Children are accepted once they are two years old.

The setting opens Monday to Friday, term time only, from 8.45am until 11.45am and 12.15pm until 3.15pm. There are currently 55 children on roll, who attend for either afternoon or morning sessions. A small number of children attending have special educational needs and/or disabilities. The setting also supports children who have English as an additional language. All the children on roll take up early years funding.

The setting employs six members of staff, excluding the manager; of these, four hold qualifications equivalent to the National Vocational Qualification (NVQ) at Level 3. One member of staff is working towards the new Level 3 NVQ for the Children's Workforce. The manager holds Early Years Professional Status. Action for Children also operates the My Start day nursery. This is located close by and provides full day care for children from birth for 51 weeks of the year.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Stars offers good quality care and education to children in the early years age range. Staff are enthusiastic and well motivated. They show a good understanding of Early Years Foundation Stage. As a result, children benefit from a broad range of enjoyable age-appropriate activities and make generally good progress towards the early learning goals. Parents are kept well informed about the provision and have developed good relationships with the staff team, which helps to ensure children's needs are met. Self-evaluation is well targeted to bring about continuous improvement.

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

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

- maximise use of the outdoor environment, so children can experience new challenges and enhance their learning; where possible link the indoor and outdoor environments together to enable children to make the most of the available resources and materials
- value each child's individuality by enhancing their opportunities to display their self-initiated work, including their attempts at mark making. Ensure that, where possible, these displays are at child height, in order to further increase their self-esteem.

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

Children are safeguarded and protected well because staff are well trained and follow clear procedures. A robust recruitment process ensures suitability checks are complete before adults work with the children. The manager conducts a rigorous induction, so staff and students are clear about their roles and responsibilities. Risk assessments and other health and safety checks are carried out thoroughly to ensure children play in a safe and secure environment. Resources are easily accessible and well organised, so children make independent choices during the periods of free play. The setting is cheerful and bright, with many photographs displayed to celebrate children's experiences and achievements. However, they have fewer opportunities to display their own spontaneous art work or attempts at mark making. Furniture is of good quality and varied to meet children's individual needs, such as chairs and tables of differing heights.

Relationships between staff and parents are strong, which helps children feel safe and secure. Parents are positive about the setting and say they are very pleased by the quality of the provision. Parents, who have children with special educational needs praise staff for their work in supporting their children, enabling them to take a full and active part in the sessions. Parents receive a well-written parent handbook and have good opportunities to share what they know about their children when they start, which aids staff as they begin to plan for their individual needs. Regular meetings with their key person helps to keep parents and carers informed about children's progress towards the early learning goals. Partnerships with other professionals, such as specialist teachers or other settings are well established to ensure a continuity of care. The setting works closely with the children's centre, which enables families to access other useful services, such as speech and language drop-ins or seeking advice from a midwife.

Recent changes to the provision means that staff have had to work hard to establish effective team working and make best use of the new room and resources. They work with enthusiasm and obvious enjoyment and show caring and sensitive attitudes to the children. This promotes children's confidence and self-esteem. Regular team meetings, one-to-one supervisions and appraisals enable them to identify any areas for development and discuss their training needs. As a result, staff are well trained and have a good understanding of the Early Years Foundation Stage. Self-evaluation of the provision has been largely targeted towards the recent changes, but has also enabled the setting to increase their outdoor resources and develop further ways to achieve sustainability.

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

Children enjoy their time in the setting and show they are familiar with the routines and their boundaries. They are confident in their play and have warm and

trusting relationships with staff. Children play sociably together and show caring attitudes. For example, at snack time a child helps another child to unwrap a straw, so they could drink their milk. Sensory play is promoted well, with a good range of materials, such as, paint, sand, water, paper and pasta, readily available. Treasure baskets are used with younger children to enable them to explore natural materials. Children show good problem solving skills as they build a high tower with blocks and consider how high it can go before they are unable to reach the top. Children with English as an additional language are supported well because the setting teaches all children simple sign language to aid communication. Illustrations of the signs are sent home to parents, so they, too, can develop their knowledge. Photographs of the diverse families attending, along with displays of pictures and posters helps to promote inclusion and a sense of belonging.

The outdoor area is spacious and well equipped. Children enjoy energetic play and develop their physical skills using an impressive range of wheeled toys. The recent addition of new equipment, such as large construction sets and water toys makes this an interesting learning environment. However, children do not fully benefit from the outdoor area as it is not freely available during the session. Children use tools with confidence and some excitedly gather round a new workbench to explore hammers and saws. They enjoy mark making and scribble happily using a good range of pencils, crayons and felt-tips. At group story time, older children gather together, keen to listen to the story of a dog called No. Staff promote good questioning and hold children's interest well as they review the story to find out if the children know the dog's real name. Easily accessible books mean children develop good habits. They sit with a book on their laps and even younger children understand to turn the pages in sequence and point out the pictures with interest.

Children enjoy healthy foods at snack time, such as, bananas, breadsticks and strawberries. They learn about healthy eating as they use play foods in the role play area or discuss whether apples are good for them. Staff are conscientious about good hygiene and ensure children learn the benefits of hand washing. Children show they have a sense of safety as they negotiate obstacles on their bikes in the outdoor area. They practise the fire drill and learn that it is best to walk indoors.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----