

Little Stars

Inspection report for early years provision

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Type of setting	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*.

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Description of the setting

Little Stars Pre-school Nursery has been operating since 2004, however, was newly registered in 2012 due to relocating to the current premises. It is privately owned and operates from two rooms within the old library building in Normanton, West Yorkshire. The nursery serves the local and wider communities and is accessible to all children. Children access the local surrounding area for outdoor play.

The nursery is open for 51 weeks of the year Monday to Friday from 8am to 4pm. The nursery is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 33 children attending on a full and part-time basis. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above including the manager who is a qualified teacher. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Policies and procedures which ensure the efficient and safe management of the provision are implemented suitably. Although, certain requirements are not fully met. Individualised observational assessment is satisfactory in helping children make appropriate progress towards the early learning goals, overall. The inclusion of children, including those with additional needs, is promoted well through effective partnership working with others. There is overall satisfactory partnership working with parents in order to ensure a coherent approach. Systems for self-evaluation are in the early stages at present, although the provider accurately identifies and prioritises areas for development to enhance outcomes.

What steps need to be taken to improve provision further?

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

- ensure that the arrangements for preventing intruders entering the premises are implemented at all times (Safeguarding and promoting children's welfare) 04/09/2012
- ensure that parents are provided with information about the nursery policies and procedures including safeguarding and complaints, and the procedures to be followed in the event of a child being lost or not collected at the appointed time (Safeguarding and promoting children's welfare). 04/09/2012

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

- provide technology toys that are in good working order to fully support this aspect of children's learning, and support children's developing behaviour and self-control by explaining and maintaining clear, reasonable and consistent limits and boundaries
- develop the opportunities for sustained shared thinking by offering encouragement, clarifying ideas and asking open questions which support and extend children's thinking and help them make connections in learning
- promote partnership working with parents further by developing systems for sharing children's progress and next steps, and by involving them in supporting their child's learning at home.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. Robust recruitment and vetting ensures that children are cared for by safe, suitable and qualified adults. Induction arrangements are adequate in ensuring staff are aware of their roles and responsibilities. Staff are generally vigilant about the security of the premises to keep children safe. At arrival and departure times staff stand by the entrance to monitor access. Doors are then secured at all other times. However, there was a small period of time when access was not monitored at the time of the inspection. This is a breach of a legal requirement. Staff have an adequate understanding of child protection issues and the designated person has completed advanced safeguarding training. Consequently, he keeps his knowledge updated and can prioritise children's safety where concerns arise. Daily risk assessments suitably identify and minimise hazards to promote children's welfare.

All required documentation is in place to ensure the efficient and safe management of the nursery. Resources are utilised adequately and adult to child ratios are met well in order for children to receive support and attention. Toys, furniture and equipment are generally safe and suitable in meeting children's needs and promoting their learning and development. Although, simple technology toys are not in good working order as expired batteries have not been replaced. The provider links with external sources to help review his practice. He welcomes and acts upon advice given. He readily acknowledges areas for improvement and has already been proactive in putting action plans in place to address these issues. Staff have recently been involved in sharing their views on the Ofsted self-evaluation form and a comments book is displayed for parents, although there are no entries at present. Information is adequately exchanged with parents through notices and conversations at the beginning and end of each session. However, they are not informed about policies and procedures. This is a breach of a legal requirement. In discussion, parents express complimentary comments about the nursery.

Parents are appropriately encouraged to share what they know about their children when they first attend in order for staff to meet their individual needs. This is done

verbally during the good settling-in process and through 'All about me' forms, although these are completed at the discretion of individual key persons. Children access resources equally and are treated as individuals. There are highly effective arrangements in place for ensuring that no child is discriminated against, and has equal access to the nursery. Where children have complex additional needs staff work extremely closely with health and educational professionals, ensuring they are fully integrated. Staff provide one to one support, adapt activities and the environment, and use specialist equipment. Children who use English as an additional language are supported well through staff using and displaying words in their home language. Resources and visual images depict diversity positively, helping children learn about the wider society. Staff also discuss and compare their own language, traditions and home lives.

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

Children are happy and readily enter the welcoming nursery, settling quickly as they independently choose their preferred activity. Staff have an overall sound knowledge of the learning and development requirements and use a reasonable range of teaching methods. Individualised observational assessment systems are currently being developed to ensure they are fully robust in showing a clear picture of children's progress, and in identifying any gaps in their learning. Detailed progress records are completed to support a smooth transition for children leaving to attend the local school nursery. Although parents are involved in contributing to general activities or topics to support learning, they are not actively informed about and encouraged to support their child's individual next steps. The level of challenge staff offer is sufficient to interest and engage children. Although, at times they focus on supervising children rather than fully supporting and extending their learning effectively.

Positive relationships are clearly established between children and staff which helps them to feel safe and secure. Children link up with their peers and staff, communicating confidently with each other, for example, while playing with dough or listening attentively to a story. Children behave suitably overall and staff offer frequent praise and encouragement to foster their self-esteem and confidence. Although, where there are occasional incidents of unwanted behaviour staff do not always intervene to explain and maintain clear, reasonable and consistent limits in order to fully support children's developing behaviour and self-control. Discussions, for example, during outings appropriately help children to learn about dangers and staying safe.

Children engage in a suitable range of activities across the six areas of learning. They play imaginatively with small world toys and role play resources and learn about mathematical concepts during circle time, and when using utensils to fill and pour in the water tray. They express their creativity as they wander around singing and shaking the maracas, create collages and paint. They learn about change and colours as staff explain that red and white makes pink, and practise their hand and eye coordination as they make marks using tools, such as a paint brush. Children benefit from daily fresh air and exercise in the local environment which helps them

stay healthy. They partake in parachute games, use apparatus in the park, observe fish and insects and learn about the lifecycle of a frog. Staff model and encourage appropriate hygiene routines which encourages children to learn about healthy practices. This is further reinforced through the provision of healthy snacks, ready access to water and discussions about the importance of exercise.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
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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