

# Tia's Little Stars

Barming Village Hall, Heath Road, MAIDSTONE, Kent, ME16 9JU

<b>Inspection date</b>	08/10/2012
Previous inspection date	20/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children think for themselves and adapt and extend their own activities. This is because they have plenty of time to play.
- Children have good relationships with all staff and co-operate with them well. This shows that children feel safe and secure in the setting.
- Children's have starting points assessed within the first few days of them attending. This enables staff to plan effectively for children's individual learning needs.
- Parents are more involved in their children's learning because the provider has improved the way staff collect information about children's abilities.

### It is not yet outstanding because

- Not all toys and equipment are readily available for children to use effectively to further extend their play.
- The provider has not considered children's views as part of the setting's self evaluation.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Inspector observed activities with range of age groups
- Inspector sampled documentation
- Inspector discussed previous recommendations and procedures with staff and managers

## Inspector

Linda Coccia

## Full Report

### Information about the setting

Tia's Little Stars has been registered since 2008. It is privately owned and managed. The provision operates from the main area of the village hall in the Barming area of Maidstone. It is registered on the Early Years Register.

The group is open on Tuesdays and Thursdays from 09:15 to 14:55 and on Mondays, Wednesdays and Fridays from 9.15am to 11.45am. It opens for 38 weeks of the year, term time only. All children share access to a secure, enclosed, outdoor play space. There are currently 18 children from two to five years on roll. Children aged two receive Free for two funded places and children aged three and four years receive funding for nursery

education. Children come from the local area.

There are four members of staff as well as the manager, who all hold appropriate early years qualifications at National Vocation Qualification level 2 or above.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- consider ways to ensure more toys are more readily available to the children to enable them to extend their own play and learning
- consider ways to collect children's views about the setting and include them in the setting's self evaluation.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are interested and keen learners who display characteristics of effective learning given their starting points and capabilities. This is because of the positive impact of the provider and her staff on children's learning and progress. Their secure knowledge of how children learn allows them to effectively assess children's individual progress and support them in their next stages of learning. This is particularly evident in the setting's procedures and additional support offered for older children in their transitions to school. The educational programme is adapted for each child and includes a variety of children's choice and adult-led activities. Children's records show that they are making good progress towards the Early Learning Goals given their starting points.

All children enjoy the computer and other technical toys. The youngest children show an eagerness to understand the educational programmes on the screen, whilst the older children capably load their own programmes. Children operate the play cameras and mobile phones as they role play and act out their own scenarios. However, sometimes, some of the equipment is not readily available to the children to enhance their play and they have to ask for what they want. Children enjoy using books to reinforce their learning as they compare nature items and talk to staff about the world. They particularly like using the small world dinosaurs and sea life models as they make up stories about them and where they live. Children use the cosy corner, full of cushions and blankets, to have quiet time, look at books, which they select from the book corner, or adapt for role play. The large areas of free floor space allow the boys in particular, to construct large train tracks and make good use of the construction toys. Children learn about mathematical concepts by weighing and matching different sized items. Many of the older children use mathematical language appropriately when talking about their activities.

Children are inventive with their mark making. One child made some tickets for a train journey that some children were planning. The child made marks to denote the name of the passenger and some numbers for the train times and distributed them to the other children. This shows that children understand marks have meaning. The craft tables are also a firm favourite of the children. Whether playing with dough or sticking or painting there is always a small group around them. The children make display pictures as well as items to take home to their parents. They have ready access to craft equipment and choose whatever they want to use. Children can access lots of good quality toys in the garden. They are very active both indoors and outside. Staff teach children about the effects of physical play on their bodies and children take regular breaks from their physical activities.

Staff regularly consult parents about their children's progress and hear from them and their children about things they have done together at home. They also offer parents suggestions for home learning. Therefore, children can extend their learning at home.

### **The contribution of the early years provision to the well-being of children**

The provider's good procedures for enrolling children and welcoming them and their parents to the setting help children to feel safe and emotionally secure. The recent improvements in the well established key person system now allows for more effective partnership working between key persons and parents. For example, parents begin completing their child's unique journey record during a pre-registration visit. This allows the key person to be more effective in assessing children's needs prior to their first session. Children benefit because staff cater for their interests and abilities. Children's behaviour shows they feel safe in the setting. Even the newest children happily enter the premises and begin to explore the activities with their key person.

The provider carries out effective risk assessments to ensure children's safety and to maintain the well resourced welcoming environment. Previous recommendations to improve safety have been addressed which have improved the way children move about the setting. Children demonstrate that they know the settings good hygiene procedures particularly at toilet and snack times. This means that they are confident in self care routines given their starting points. Children are eager to help staff with small tasks and cheerfully tidy toys away for story time. They show consideration to others during their play as they readily share toys and work together to achieve a result. For example, children co-operate to build a tunnel for the train track. This shows they are growing in independence and co-operation.

Children practice good routines at snack time. They choose when to join the snack table so as not to disrupt their play. They select their name from the registration board and pass it to the member of staff supervising snack and choose where to sit. Many children recognise when seats are available to avoid having to wait. New children learn the snack time procedures supported well by staff. Children ably butter and select spreads for their toast and can cut up soft fruit. Fruit, such as, hard apples are cut up by staff. Children pour their own drinks. Children effectively use games which help them understand about

healthy eating and regularly talk about how food helps them grow with members of staff. Physical activities are readily available in the garden. A free flow system is in place to allow children choice about playing inside or outdoors. Children learn to safely negotiate the large equipment and in doing so learn about acceptable risks. Children are adopting a healthy lifestyle.

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

The provider has a good understanding of her roles and responsibilities to safeguard children. She is the designated person for child protection issues in her setting and has attended the relevant training course. She ensures all staff knows and understands her procedures. They have also attended relevant training courses or are booked to complete training soon. Parents are advised of the safeguarding procedures as they register their children. The provider displays her complaints procedure on the parent notice board. Staff carefully check that children are only released to their parent or a person nominated by them to collect children. The provider ensures all her regulatory paperwork is up to date. For example, a record is made in the accident book as soon as possible after the event. This means children's needs are reported fully to their parents following any accident or incident. The provider has a good understanding of her responsibilities towards her staff. She encourages their professional development by allowing them access to the Kent training website to choose training courses to attend. She requires them to cascade any learning back to colleagues at staff meetings. The provider has instigated a new staff appraisal system with the aid of her setting improvement advisor (SIP) from the local authority. She expects this to have a positive impact on the children as staff will have a clearer understanding of their own roles and responsibilities. The provider carries out effective monitoring of children's records to ensure that they are accurate. The staff demonstrate a good understanding of the areas of learning and how to assess children's progress. Children have their starting points assessed within a few days of them attending. This allows the provider and her deputy to effectively include children's next steps into the weekly activity planning and the wider educational programme.

The provider is working closely with her SIP to further improve her self evaluation. Any advice and/or recommendations from the SIP are included in the provider's improvement plan. Staff views and parent comments are also included. However, the provider does not take into account the views of the children. For example, she has not asked them what they like about the setting or whether their favourite activities are always available. Overall, the provider identifies strengths and weaknesses effectively and makes a concerted effort to improve the setting. The provider is the group's Special Educational Needs Co-ordinator. She is able to explain her good procedures to identify children with special educational needs and/or learning difficulties. She works closely with other health or care professionals, parents and the child's key person to support children fully in all their areas of development and learning. Parents report that they are happy with their children's progress and confirm they receive regular information about the setting in the termly newsletters. Regular discussions between staff and parents ensure children have

their individual needs met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY379068
<b>Local authority</b>	Kent
<b>Inspection number</b>	815757
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Tia Katrina Quarrington
<b>Date of previous inspection</b>	20/10/2008
<b>Telephone number</b>	07999093973

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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

