

Westlands Little Stars Childcare

Westlands Primary School, Ostend Place, NEWCASTLE, Staffordshire, ST5 2QY

Inspection date	31/10/2012
Previous inspection date	12/12/2008

The quality and standards of the early years provision	This inspection:	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's development is effectively promoted and they make good progress from their starting points. Practitioners have a good understanding of promoting children's learning through stimulating activities.
- Children of all ages are forming strong attachments with their key person and interact positively with their peers. Children are well behaved because practitioners acknowledge good behaviour and praise children appropriately.
- The effective partnership with parents is underpinned by two-way communication, ensuring they are well informed about the systems in the nursery, including the transition process. There are effective partnerships with other providers to ensure children are prepared for their transition to school.
- Effective management systems, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and an improvement plan that is targeted to bring about effective changes.

It is not yet outstanding because

- Children's independence is not always fully extended during their snack times.
- The staff do not always fully foster children's interest in animals.

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

- The inspector observed activities in all rooms and the outside play area at both bases.
- The inspector held meetings with the deputy manager in charge and with members of staff.
- The inspector scrutinised a range of documentation; assessment records, evidence of staff suitability, policies and procedures, self-evaluation documentation, children's information sheets and the risk assessment records.
- The inspector took account the views of children and parents spoken to on the day.

Inspector

Mary Henderson

Full Report

Information about the setting

Westlands Little Stars Childcare registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two care bases within the grounds of Westlands Primary School, one for children up to two-years-old and the other for children from three to 11-years-old. The nursery serves the local area and is

accessible to all children. There are fully enclosed areas available for outdoor play at both bases.

The nursery employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications at level three, with two members of staff also holding a level six qualification. One member of the staff team also holds Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery can care for up to 104 children. There are currently 88 children attending who are within the early years age group. The nursery provides funded early education for two, three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend children's independence by allowing them to pour their own drinks during snack times
- Further arouse children's interest in the world around them, particularly finding out about animals, by visiting local places.

Inspection judgements

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

The staff provide a broad range of resources, equipment and activities to promote all areas of children's learning and development. Children's communication skills are developing well because their key persons spend time talking to them constantly which helps them to achieve expected levels of development. The children in pre-school express their thoughts and opinions clearly, ask questions and seek support confidently as they wish. Children's physical skills are developing well because they have ample space to run around in the fresh air and be exuberant. The free-flow indoor to outdoor play system works well because the pre-school children make choices about what they would like to do and where they want to be. The staff join in with children's outdoor play, encouraging them to ride around on scooters and trikes and joining in with their football games.

The staff provide a good balance between child-led and adult-guided activities. They are flexible in their approach and often follow children's lead and link this to the activity. For example, as children find a tadpole in the nature area, they move on to find out about the

lifecycle of the frog through discussions and looking through books. Outings enjoyed by the children include walks to the nearby post office and shops where they look at modes of transport and the different buildings around them. This supports children's interest in the world around them. However, children's interest in animals, such as those found in the nearby local fields, is not always fully fostered. For example, children's interest in animals does not include visiting such places of interest. Children of all ages explore information communication technology through access to a range of toys and equipment including table top computers to explore shapes, numbers and colour. They also enjoy using the remote-controlled toys, making them move back and forth across the floor.

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

Children feel secure because the key person system is effective in helping them to feel comfortable and happy during their time in the nursery. The staff recognise the important resource of time which is effectively used to ensure children are building positive relationships and attachments with other children and their key persons. Young children's personal, social and emotional development is particularly well promoted. Staff cuddle babies, cradle them during bottle feeding, and always sit close by to give assistance as they play and learn new things. Young children move freely around in their room, exploring their surrounding and developing early movement skills, such as pulling themselves up and climbing. Children throughout the nursery are happy, smiling frequently and talking confidently to adults and peers. The staff adhere to routines for babies, as agreed with parents, to ensure continuity and consistency with the child's routines at home. Toddlers and younger pre-school children practise cutting bananas for their snack under supervision of the staff, which promotes their skills in independence. However, the staff do not always fully extend younger children's independence further by allowing them to pour their own drinks during their snack times. Children's learning about healthy food is extended through discussions during meal times. This is further extended as they plant, grow and harvest their own peas, potatoes and salad leaves which they then have incorporated into their meal times.

Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Behaviour is good and children's self-esteem is raised consistently because the staff praise children for their good manners, using resources correctly and for cooperating in activities. In all rooms the children's own work is displayed for them and their parents to enjoy, thereby fostering a sense of belonging to the setting. Transition between rooms is managed well through discussions and the exchange of learning and development skills of each child as they move up to their next room. Pre-school children's school readiness is fostered because they join in with the on-site reception class, meet the class teacher, share story time and engage in P.E. games with older children.

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

The management and staff are very clear about their responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are well informed about child protection procedures and they systematically adhere to the policy relating to the use of

mobile phones on the premises. Rigorous recruitment and induction procedures ensure that adults working with children are suitable to do so. All staff receive supervision monitoring sessions from senior management to identify where support is needed to improve their performance that will benefit the children. Regular room and management meetings are held to review practice.

The management and staff work well with parents to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journeys which helps them know about their child's achievements and progression over time. Partnership working with other agencies ensures children's needs are identified early and met. The daily two-way flow of communication ensures that parents know about their child's experiences in the nursery. Parents receive copies of the nursery's policies and they comment positively about the friendly caring approach of the staff, the wide range of resources and activities offered. The self-evaluation systems in place include input from management, staff, parents and the children. The improvement plan in place ensures the benefit of all children on roll.

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

Unique reference number	EY369083
Local authority	Staffordshire
Inspection number	821211
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	104
Number of children on roll	88
Name of provider	Little Stars
Date of previous inspection	12/12/2008
Telephone number	07736 932398

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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.

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