

Little Stars Day Nursery

60 Ness Road, Shoeburyness, SOUTHEND-ON-SEA, SS3 9DG

Inspection date

Previous inspection date

20/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Partnerships with parents are fostered well, ensuring continuity between nursery and home in relation to children's learning and care routines.
- Children's health and well-being is appropriately supported, as the nursery ensures that children are given healthy, balanced and nutritious food at snack and mealtimes.
- Staff have a sound knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make suitable progress in relation to their starting points.

It is not yet good because

- Induction procedures are not rigorous enough to ensure that all staff are fully aware of child protection policies and procedures before working with children.
- Arrangements for snack times interrupt children's play and learning and do not encourage their independence by allowing them to prepare their own snacks.
- Children are not fully supported to develop an understanding of equality and diversity, as resources to support play, promoting this, are limited.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outside environments.
- The inspector looked at a sample of documentation, including planning, a sample of children's development records and policies.
- The inspector talked with staff and parents.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.

Inspector

Sue Mann

Full Report

Information about the setting

Little Stars Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a converted church hall in Shoburyness and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate

early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. There are currently 19 children attending, who are in the early years age range. Children attend for a variety of sessions. 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 those with special needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff are trained to understand the safeguarding policy and procedures and have up-to-date knowledge of safeguarding issues.

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

- provide further opportunities for children to investigate their understanding of the world, by enhancing the range of resources, which reflect equality and disability
- develop snack routines, so that they do not interrupt children's learning and play and encourage their independence by allowing them to prepare their snacks.

Inspection judgements

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

Staff demonstrate a sufficient knowledge of the Early Years Foundation Stage and plan interesting activities, which cover all seven areas of learning. Staff carry out regular observations on what children can do, which ensures that planning covers their next steps in their learning. They enhance this sound practice by consistently working alongside parents throughout the entire process. For example, when children first start, staff spend time with them and their parents. This enables staff to have a sound understanding of children's prior learning and plan for their next steps. Parents and staff continue to share information through children's learning journey records and verbal feedback. Parents are able to view their children's learning journey records regularly. This enables parents to see the progress their children are making while at the nursery and add any comments about what they have noticed them doing at home. This ensures that staff are able to plan appropriate next steps for children's learning and development. Staff demonstrate a sound understanding of how to carry out and assess children in their prime areas of learning. They make appropriate use of the progress check at age two years to identify children, who are not reaching their expected development, which enables them to put support into

place to help children reach expected levels of learning and development. Children's interests aid the planning of activities, which ensures that they have plenty of choice and can offer their ideas each day. However, the organisation of snack time, does not support children's enjoyment of uninterrupted play and learning. Staff are flexible to the children's interests and needs and offer alternative activities accordingly. For example, staff provide a range of glitters to enhance a painting activity. This encourages the children to enjoy pouring and combining the glitter with paint to produce new effects. Teaching is effective in supporting children's learning as staff respond willingly to their individual interests and ideas. For example, staff notice that children are showing interest in the computer. They respond by turning it on, supporting the children to use their fingers on the touch screen to move the cursor to create a picture. Copies of their work are made and displayed on the wall, which shows that staff value children's work. There are examples of the children's work displayed on the walls, which show recent celebrations, such as Valentine's Day and Chinese New Year. This enables children to enjoy exploring cultural diversity through celebrating relevant festivals. They have opportunities to try different foods and explore objects brought into nursery by parents and staff. However, resources to further support children's understanding of diversity and disability on a continuous basis, are limited. This means that they are not able to independently access resources to support and learn about, diversity through their play.

Children with special needs and/ or disabilities are appropriately supported by staff, who work closely alongside the parents to ensure that they make suitable progress and their individual needs are met. Staff satisfactorily support children's language and communication throughout all age groups. Toddlers are learning to form sentences. Staff praise the children's efforts and repeat back what they say clearly to model correct use of language. This teaches children correct pronunciation. Children with English as an additional language are supported by dual language words around the nursery and the staff learn some key words and phrases, which enables them to communicate with the children. Staff encourage older children's speaking and listening skills as they join in with their play, focussing on what interests them and asking open-ended questions to encourage them to think their ideas through. For example, staff join in with children as they play in the sand. They ask the children to think about how much sand will fit in the different sized containers. This develops children's understanding of mathematical concepts, such as size and volume. Staff encourage children to use mathematical language throughout their play. They talk about numbers as children play with toy telephones, asking them to dial combinations of numbers to make pretend telephone calls. This encourages children to think about the use of numbers in everyday routines. Children in all age groups enjoy access to books, as there are suitable book areas where children and adults can enjoy books together. Large soft cushions, sofas and a selection of soft toys, enable children to enjoy snuggling up with staff to share a book together. This supports children's early literacy skills and helps them to develop sound skills for the next stage in their learning.

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

Children develop a secure sense of belonging as they have strong bonds with their key person. The nursery has a welcoming atmosphere, which means that children are relaxed

and comfortable with the adults, who care for them. Effective information sharing at the start of any new care arrangement means that key persons know their key children well and are able to support them to ensure that they make sound progress in relation to their starting points. This also ensures that younger children are cared for with routines that reflect what happens at home, which means that they are settled and happy.

Children's health is promoted appropriately through effective hygiene routines and plenty of fresh air. They have healthy and nutritious snacks and meals, which include fresh fruit, vegetables and home-cooked, hot dinners. Current arrangements for snack time do not encourage children to decide when to eat, as staff tell them it is snack time. This means that staff interrupt children's games and interests, which does not allow them to finish what they are doing. Children are also unable to recognise when they feel hungry and need to eat. Fresh drinking water is available for all children to access when they feel thirsty, as each child has their own water bottle. All children have daily access to the outdoor play area, which ensures that they are able to enjoy the fresh air. Children enjoy building sand castles in the large sand pit or riding around on the various bicycles and sit and ride toys. This helps them to develop their physical skills. Children are developing a sound understanding of how to behave in the setting and are able to share and take turns with other children, as staff are positive role models, who consistently support children to learn appropriate social manners. This means that children are developing satisfactorily within the prime areas of learning and helps to give them the skills, which they will need at other settings or school.

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

Most staff are aware of their responsibilities in keeping children safe. However, induction procedures are not rigorous enough to ensure that new staff are fully aware of the policies and procedures of the setting. This particularly relates to ensuring that they have a secure understanding about what to do should they have a safeguarding concern about a child. This does not fully secure safeguarding procedures, in order to protect children. All staff complete background checks and Disclosure and Barring Service checks to ensure that they are suitable to work with children. The manager conducts regular observations of the staff, to ensure that they are adequately supporting children's learning and development. This means that she is able to support staff to ensure that they have the necessary skills and knowledge to care for children and promote their learning sufficiently. Safety measures, such as locks on the main doors, ensure that only adults, who are known to the nursery are able to collect children. There are clear procedures in place to ensure that children are only released into the care of people, who have been notified to the nursery by parents. Comprehensive risk assessment are carried out regularly, daily visual checks of the indoor and outside environments ensure that the nursery is safe for the children, who attend.

Self-evaluation is in its infancy and the manager and staff have just begun to formulate plans for future improvements. Staff have opportunities through staff appraisals and supervision to express their views to move the nursery forward and improve the quality and care. The manager and deputy manager carry out checks on the children's learning

journey records to ensure that the nursery is meeting the learning and development requirements of the Early Years Foundation Stage. The nursery has good relationships with parents, which ensures that continuity of care routines are maintained. Parents comment that they feel the staff know their children well and are able to respond to their needs. Parents enjoy sharing the learning journey records with their children and contribute regularly to them, which supports the link between home and nursery. Information is available to parents in the entrance and regular verbal feedback ensures that they are aware of how their children have been during the day. Staff are developing partnerships with relevant health professionals, by encouraging them to visit the nursery and observe children in the setting. This allows staff to seek individualised support when required and help all children to make sound progress in relation to their starting points.

The Childcare Register

The requirements for the compulsory 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	EY450733
Local authority	Southend on Sea
Inspection number	882191
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	19
Name of provider	Chung Chan Hoang
Date of previous inspection	Not applicable
Telephone number	07880 888 666

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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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