

Little Stars Day Nursery

39 Penn Hill Avenue, Poole, Dorset, BH14 9LU

Inspection date	27/03/2013
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The environment is welcoming and well maintained providing children with a good range of equipment that promotes their learning and development well.
- Children have good opportunities to grow their own vegetables, fruit and herbs with the gardener.
- Children build secure relationships with staff and the other children.
- The management team provides strong leadership and supports staff well to improve their practice further.

It is not yet outstanding because

- children generally behave well in the nursery. However, older children do not always behave well in the outdoor area
- children are not always encouraged to promote their own health through appropriate routines.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to the manager and viewed documentation including self evaluation documents, children's learning journeys, incident and accident records, registers and a sample of staff files, policies, procedures and risk assessments.
- The inspector completed a joint observation with the manager of children involved in an activity in the three to five-year-old room and discussed the emerging findings.
- The inspector spoke to the management team and staff throughout the inspection taking into account children's needs.
- The inspector spoke to several parents during the inspection.
- The inspector completed observations on children during play in all the various age groups and tracked several children throughout the sessions.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Little Stars Day Nursery has been registered since 2002 and is situated in a residential area of Lower Parkstone, Poole, Dorset. The nursery is privately owned and operates from a large detached house that has been adapted to accommodate the nursery. The accommodation consists of seven playrooms, set on several different levels. Secure outdoor play areas are provided for all age groups. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for children up to the age of eight years. It is in receipt of funding for the provision of free early education to children aged two, three and four. There are currently 167 children on roll, 147 of these are in the early years age range. The nursery is open Monday to Friday from 7.45am until 6pm all year round, except for bank holidays and a week at Christmas. The nursery cares for children who learn English as an additional language. In addition to the manager who is a qualified teacher, one of whom holds Early Years Professional Status, the nursery employs 23 members of staff, all of whom hold qualifications in childcare.

What the setting needs to do to improve further

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

- improve children's physical development by establishing routines that enable children to look after themselves, such as supporting them to wipe their noses and wash their hands after disposing of the tissues and reviewing how snack is presented to the toddlers

- strengthen opportunities for older children to resolve minor conflicts for themselves, for example by providing strategies to collaborate with one another in different ways.

Inspection judgements

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

Children are eager to come into the nursery and quickly settle into activities of their choice. Staff plan and provide a wide range of play and learning opportunities tailored to children's individual interests. They observe and assess children's learning and development to make sure that every child is making progress given their starting points. Consequently, children make good progress in all areas of their learning and development. Parents are encouraged to share information about their child's achievements at home.

Staff and parents contribute to the 'Wow board' celebrating children's achievements in the nursery and from home. As a result, there is a clear partnership to support children in their learning and development. Children throughout the nursery are confident and independent learners. They are encouraged to make choices in the activities they participate in and staff promote children having a voice with regards to the planning. This means that their interests are fully promoted and children are well prepared for the next stage in their learning and the move to school.

Children are encouraged to communicate and develop their language skills. Staff listen carefully to babies and toddlers as they babble and make gestures. They respond warmly and acknowledge their attempts to communicate. For example, toddlers listen to a member of staff reading a story. A child points while babbling. A member of staff responds saying 'that is a pig'. Throughout the nursery children participate in familiar rhymes. In the preschool room, children enthusiastically sing a song they have learnt about three bears. They delight in using various tones in their voice indicating the different character bears. Staff praise them saying 'beautiful singing'. In the baby room, staff respond well to the children. For example, babies indicate they want to play with the bubbles, babbling and looking towards where they are stored. A member of staff immediately says, 'I know what you would like, the bubbles'. They create different sized bubbles and the babies shriek and wave their arms with excitement. Staff uses fruit scented bubbles to further enhance children's learning as they use their senses. Children enjoy listening to stories. They show increasing interest and are keen to share what they know about the familiar stories. For example, a member of staff reads a story about pirates and trolls. Children wait with anticipation and when a member of staff prompts them, they call out together the next part of the story. Children who are learning English as an additional language are well supported by staff who speak their home language.

Children's physical development is very well supported. They learn how to swim at the local swimming pool and participate in gymnastics. Younger children have the opportunity to engage in well organised music and movement sessions. The well resourced outdoor areas enable children to learn a wide range of physical skills. Older children delight in showing adults how they use stilts with increasing confidence and balance on crates. They use hoops and balls with developing skill. Younger children confidently move under and over the climbing frame with confidence. Staff provide good levels of support while enabling children to develop the skills. Children build good relationships with staff and other children.

Staff complete the progress check for children aged two years, involving parents and the health visitor well in this process to enable a consistent approach in assessing children's progress. This enables staff to identify areas that require development.

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

Children benefit from the well-organised key person system and build secure relationships with them. This person supports them effectively when the child is moving to their new room in the nursery. Children build good relationships with staff and each other. They

excitedly wait for their friend to arrive and quickly begin playing and learning. In general, children share well and follow the simple rules. However, older children from the preschool room do not always show consideration to each other while in the outdoor area. This is not the case when they are indoors where they are polite and well mannered. Children are encouraged to use kind hands. Babies learn through staff being a positive role model. All children receive lots of praise and staff frequently offer a 'high five' to acknowledge when children are behaving well or have done something they are proud of. Staff promote children's social and emotional development well. They follow children's home routines with regards to feeding and sleeping. This is particularly evident in the baby and toddler rooms. Babies snuggle in to staff as they drink their bottles before going down for a sleep. Staff clearly know the individual personalities and learning abilities of the children. Consequently, they are able to effectively support them in their play and learning.

Children learn how to keep themselves safe. They practise the evacuation procedure on a regular basis enabling them to be confident in evacuating the building safely. Children are encouraged to use the equipment with care and keep themselves safe. Toddlers learn how to come down the stairs safely on their tummies. As a result, children behave in a safe manner. Children benefit from the option of healthy and nutritious meals taking into account their individual dietary needs and any allergies. They have nutritious snacks such as a variety of fruits. However, in the toddler room staff give children their snack directly off the table, rather than putting it in a bowl or on a plate. Children throughout the nursery follow good hygiene routines. They know to wash their hands at appropriate times and generally do so independently. There are inconsistencies with regards to promoting children's understanding of supporting their own health. Some children have runny noses and are not fully supported to find a tissue, wipe their noses, dispose of the tissue and wash their hands. This does not effectively prevent the risk of cross infection. Consequently, at times children are not fully supported in developing the routines to support them in promoting their own health. Children benefit from excellent opportunities to grow a wide range of fruit, herbs and vegetables. Once the produce is ready children are encouraged to take them home to share with their families. In addition they are used in cooking activities. For example, children use garlic to make garlic bread, and tomato and herbs to make focaccia.

There is a good range of resources throughout the nursery. Children have lots of opportunities to freely choose as the resources are stored effectively to promote choices. Staff use the space available well to create different play and learning opportunities. Each age group has good access to the outside areas. This means all children can go out daily and generally choose when to play outside.

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

There is strong leadership from the management team. Staff report that they are well supported in their role and they have good opportunities for their personal development. For example, each member of staff can independently access the training programme from the local authority and book onto courses. There are effective systems in place to

monitor and evaluate the whole provision. The management team complete bi-monthly assessments on individual staff and complete regular observations of their practice and in specific rooms. It is currently carrying out a process of tracking children's progress throughout their time in the nursery to further improve the monitoring system and to ensure that there is equality of opportunity for all groups of children, such as those who speak English as an additional language. Consequently, the management team has a good understanding of the nursery's strengths and areas they would like to develop. The nursery has regular visits from the local authority to support them in monitoring the provision. Management welcome and implement any suggestions. There are good systems in place to make sure the parents are able to share their views, such as through an annual questionnaire. Children are encouraged to have a voice and share their views on the nursery. Staff support this during circle time or small group time. Consequently, staff and parents feel they have the opportunity to make decisions with the management team about the nursery.

All staff demonstrate secure knowledge and understanding of the safeguarding and welfare requirements and the policies and procedures for keeping children safe. There are policies and procedures in place which include recording accidents or incidents children have at home. Parents receive copies of all the nursery's policies and procedures which include the complaints and safeguarding policies. This means they are well informed and know and understand the staff's role and responsibility. There are good recruitment and vetting procedures in place to enable management to make sure staff are suitable. Once appointed, staff undergo a thorough induction, regular reviews and an annual appraisal. As a result, management know their staff capabilities well. There are risk assessments and daily safety checks enabling staff to create a safe and welcoming environment. The keypad entry systems mean that nobody can enter the nursery without staff knowledge.

Staff develop very positive relationships with parents and carers. All parents are encouraged to be fully involved in their children's learning. This can be through a variety of ways such as informal discussions when they drop off or collect their children, the regular parent consultation evenings and through e-mail and telephone calls. Excellent displays enable parents to support their children in their time in the nursery. Parents report that 'staff are fantastic, enthusiastic and engage their children really well'.

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 action. 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	EY219327
Local authority	Poole
Inspection number	908452
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	167
Name of provider	Little Stars Education Ltd
Date of previous inspection	26/05/2009
Telephone number	01202 741437

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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, which are usually the childminder's 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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