

Little Stars Willow Pit Lane

The Cottage, Willow Pit Lane, Hilton, DERBY, DE65 5FN

Inspection date

Previous inspection date

04/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy and relaxed within the warm and welcoming nursery. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- Children make good progress in their development because the staff provide challenging and interesting experiences that stimulate and meet their individual needs well.
- Children's safety is effectively promoted through the implementation of very good safeguarding and welfare procedures, which helps to keep them safe at all times.
- Effective partnership with parents means that there is a united approach to meeting individual children's needs, extending their learning and helping them to develop relevant skills for future learning.

It is not yet outstanding because

- Staff do not use all opportunities to broaden children's understanding of numbers and number language during daily routines and play to extend and further develop their early mathematical skills.
- Children's understanding of information and communication technology are not fully extended to enhance and promote their learning further in this area.

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

Inspection activities

- The inspector spoke to the children, staff, parents and held discussions with the management team.
- The inspector observed free play, focused activities, outside play and mealtimes.
- The inspector went into the individual rooms of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector examined the children's learning journeys and assessment procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and improvement plan.

Inspector

Janice Hughes

Full Report

Information about the setting

Little Stars Willow Pit Lane is one of two nurseries owned by the same company and is registered on the Early Years Register and the compulsory part of the Childcare Register. It opened in 2012 and operates from a converted house in Hilton, in Derbyshire. All children share access to an enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6.15pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 19 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

There are seven members of staff, two of whom are qualified teachers, one who holds Early Years Professional Status, one who has a Foundation Degree in Early Years and three of whom hold appropriate early years National Vocational Qualifications at Level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- increase children's opportunities to use and talk about numbers in everyday activities and play to increase their early mathematical skills. For example, counting the plates required at lunch time or putting number labels on each bicycle
- extend opportunities for children to select and use the available information and communication technology resources more effectively to enable them to increase their progress in this area of learning. For example, use the existing computer more frequently.

Inspection judgements

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

Children are making good progress in this welcoming and stimulating nursery. Staff have a secure knowledge and understanding of the learning requirements of the Statutory Framework for the Early Years Foundation Stage. Parents complete an 'All about Me' booklet, which contains detailed information about their children's capabilities, likes and dislikes. Staff effectively use this information and their initial assessment of the children, to plan for when they first start at the nursery. As a result, children settle quickly into the nursery and participate in activities that interest them. Staff regularly observe children

while they play and use these observations to plan for children's next steps and provide for challenging activities. Their achievements are recorded in their learning journey records, which staff update. They use the information gathered to complete children's progress check at age two years and three monthly summary reports. These reports are shared with parents along with the children's learning journeys. Parents have commented that they are happy with the progress of their children in the short time which they have been at the nursery. Staff provide information in newsletters about the topics that the children will be covering and things parents can do at home. They have recently introduced 'Proud Clouds', which enable both the key person and parents to write any achievements the children have made. These are shared with both parties and provide opportunities to talk to children about what they have done, either at home or at the nursery.

Staff foster children's communication and language very well. They ask children open-ended questions, which enables children to think about what they are doing and hold purposeful conversations. One example of this is when the pre-school children are making rockets. Staff ask them about their creations and how they have made them. They talk about their experiences and help them to use their imagination by asking questions. For example, 'what might you need inside your rocket?' Children respond with suggestions, such as, 'food and toys'. Staff extend this conversation by asking them, 'what they think space is like?' Children think for a while and tell the staff, 'well, it is dark and the moon is there'. These activities also provide the children with experiences to be creative and express their ideas. Younger children have plenty of opportunities to express their language as they sing popular songs and talk with staff constantly. Staff provide for the children to be fully engaged and well-motivated in their play as they become involved and focused and enjoy finding out about what they are doing.

All children in the nursery enjoy activities to aid their physical development. There are plenty of opportunities for children to practise their handling skills. Younger children throw and roll about in the ball pool and use sponges to wash the cars outside. The older early years children are drawing patterns and are beginning to write their names, which also aids their early writing skills. Children draw recognisable shapes, such as circles and squares. They can recognise shapes in the environment, for example, a clock being a circle. They have further opportunities to learn about shape, space and measure as they pour water into sized containers and measure when they are baking. However, older early years children are not always provided with a wide range of experiences to help them further develop their counting skills or to better recognise numbers in their play. This means that their progress is not always maximised. Children use the outside equipment well to learn to climb and balance and ride sit-and-ride-toys skilfully as they negotiate obstacles around the garden.

Children explore and investigate the outside environment and the natural world well. They dig and plant flowers and grow vegetables in the vegetable patch. Children watch the saucepans and streamers blow in the wind and take advantage of climbing on the logs. To further provide for the children's enjoyment outside, staff have provided a 'Builder's Yard' where the children build using real bricks and tools and chalkboards for them to make marks. Next to the nursery is a nature reserve and children visit this weekly to further their understanding of nature. Here, children can observe similarities and differences in

objects and talk about animals and changes throughout the seasons. Young children have opportunities to use cause and effect toys, such as flashing walkers and musical shape sorters. They thoroughly enjoy pressing the buttons and watching the shapes drop as they listen to music. Staff encourage this and help children repeat their actions. Older early years children have opportunities to take photographs and use remote control toys to help their information and communication technology skills. Although, the pre-school room has a computer with suitable games for the children to use, this equipment is not always independently available. Therefore children do not always have independent access or are encouraged to regularly use a simple program on a computer or practise the use of technical equipment, such as a mouse.

Children love books and enjoy listening to stories. They participate and make actions and staff use props to aid concentration. Children can snuggle and look at books independently and older early years children turn the pages carefully and together discuss the pictures. An example of this is when children look at a story about a caterpillar after finding a caterpillar in the garden. They talk about what the caterpillar likes to eat and how it turns into a butterfly. These experiences help the children to realise that the print has meaning, which in turn helps them in their readiness for school and reading.

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

Children are happy and well settled in this friendly and well-organised nursery. They have made strong attachments with staff and form good friendships with each other, which helps to provide them with a sense of security. The effective key person process ensures that each child and family has a main point of contact in the nursery and helps build up secure relationships. Staff, especially the deputy of the nursery, are positive role models and set very good examples to children to encourage them to be helpful, kind and polite. They are respectful of people's differences, as they explore their own cultural festivals and those of others through planned activities. For example, children participate in celebratory events, such as Chinese New Year. Children enjoy painting and sticking to create snakes and dragons. This helps them to explore people and other communities and to have an understanding of different cultures.

Children's behaviour is very good and staff consistently offer words of praise for their efforts and achievements, which helps to build their self-confidence. As a result, children have a willingness to participate, learn and develop good habits for the future. They learn about turn-taking and sharing. They understand rules of expected behaviour, such as tidying toys away when they have finished playing with them. Children demonstrate good manners as they say, 'please' and, 'thank you' without prompting throughout their play and at mealtimes. Children are relaxed and show increasing levels of independence. One example of this is lunch time. The toddlers join the pre-school for lunch. The older early years children are good role models for the younger children. They demonstrate how they serve their own food, pour their own drink, clear their own plates away and use manners effectively. To further their independence, staff promote the children using the bathroom and putting their own coats and shoes on with support only when required. Children also move confidently to select favourite toys, use the large outdoor play equipment and

initiate role play with their friends.

The learning environment is a delightful place for a child to be. All rooms are inviting and provide visual stimulation from displays of children's work and photographs, which provide a good sense of belonging for the children. The wide range of resources are of a high standard, safe and colourful. They are all developmentally appropriate and provide curiosity and first-hand experiences for the children. The toys and resources cover all areas of learning both inside and outdoors. The playrooms are spacious and well organised to provide comfortable areas for rest and play and direct free access to outdoor play in the secure outside environment.

Staff actively promote the children's good health by following effective health and hygiene routines. The nursery provides nutritious meals and snacks and drinking water is readily available at all times. For example, children enjoy a roast chicken dinner, followed by home-made rice pudding. Children develop a good understanding of adopting a healthy lifestyle. Staff fully encourage children to eat a healthy diet, including fresh fruit and vegetables. They regularly access the outside environment to run in the fresh air. This enables children to develop an awareness of exercise. Staff are also proactive in promoting children's awareness of maintaining their own safety and that of others. For example, they engage children in ongoing discussion about being safe in the nursery. They talk about road safety and consider potential hazards, which they may encounter on outings. Children show that they feel safe as they move purposefully and confidently around the nursery. They enjoy visits from the police and dentist, which helps them to further understand about their health and safety.

Transitions within the nursery are smooth and effectively help children to settle in their next stage of learning. Staff provide visits into the next room and accompany the children until they are well settled. They pass on the children's learning records and provide time for the parents to visit the new room and meet their child's key person. The pre-school children have opportunities to visit the local schools. Also, the teachers from the schools visit the children at the nursery. Staff provide the school with a thorough summary sheet of the children's achievements. This enables children to receive a consistent approach to enhance their development and provide continuity of care and learning over time.

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

The nursery meets all of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage very well. Staff provide a very welcoming nursery where all children are valued and respected. The nursery manager is a highly effective role model for her motivated staff team. The manager spends time working directly with the children and consequently, can monitor their progress well. The manager provides effective professional supervision for staff. This is achieved with the support of the directors, who are also fully involved with the organisation of the nursery.

The manager and her staff team fully understand the importance of safeguarding the children. Very good recruitment procedures ensure that the suitability of all new staff to

work with children is effectively assessed. Staff know and understand the procedure to follow to report concerns about the welfare of children. Detailed risk assessments and routine safety checks of the building and garden also contribute significantly towards the children's safety. All required documentation and other records relating to children and the safe organisation and management of the nursery are very comprehensive and in place.

Good ongoing self-evaluation takes account of the views of staff, parents and children. This leads to a clear awareness of the strengths of the nursery and the identification of areas for development. Management have put together an action plan to show how they will address their improvements effectively. There is a strong culture of continuous professional development amongst the staff, who encourage and welcome ongoing training opportunities. Staff work together well and the director speaks positively about the team and their passion for children. They undertake effective supervisions and annual appraisals. These help the management team to identify any concerns and issues quickly to continue to provide high quality care and learning.

Strong partnerships are formed between parents, staff and other agencies to ensure ongoing monitoring and support is effective in promoting children's development. Effective links with agencies and others, who share care of the children, ensure that their specific needs are assessed and that appropriate support is given. The management team has secured good links with the local Sure Start Centre, which has enabled the children to have use of their sensory rooms and toys from the toy library. The focused monitoring of children's progress and development means that staff quickly identify if a child requires additional support. Staff engage with parents well. All parents spoken to at the inspection stated how much they value the nursery and the work of the staff and how they are informed about what's going on in the nursery well. This is by regular newsletters, the effectively filled notice board and verbally at pick up times. This helps to ensure that all children are well supported in their care and learning.

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 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	EY440984
Local authority	Derbyshire
Inspection number	887132
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	26
Name of provider	Little Stars Nursery Limited
Date of previous inspection	not applicable
Telephone number	01283730428

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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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