

Little Stars

Lingfield Primary School, Buxton Avenue, Marton-in-Cleveland, MIDDLESBROUGH, Cleveland, TS7 8LP

Inspection date	02/05/2013
Previous inspection date	16/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- The out of school club staff offer a friendly welcome to all children. They know children's likes and dislikes and provide activities, which they know children will enjoy.
- Staff check the premises on a daily basis to make sure it is safe and suitable for children. This helps to safeguard children.
- Children develop a suitable understanding of the importance of physical exercise and a healthy diet as they are encouraged to access the outdoor area and are provided with a range of healthy foods and snacks.

It is not yet good because

- Links with the host school to share information about children's progress have not been fully established. This does not fully support continuity of children's individual learning.
- Staff do not provide an area where children can relax, rest or play quietly after a busy day at school. This does not fully promote their well-being.
- The organisation of snack time does not provide children with opportunities to develop further their independence or self-help skills, for example, by preparing their own snack and pouring their own drinks.
- Opportunities for children to gain an understanding of difference and diversity in the world are not well embedded through the resources available to them in their play.

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 observed activities in the library and outdoor areas.
- The inspector met with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day and in the recently completed questionnaires.
- The inspector sampled children's personal records and planning documentation, checked evidence of suitability and qualifications of staff working with children and looked at some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

Little Stars was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Lingfield Primary School in the Marton area of Cleveland and is managed by a private individual. The setting provides out-of-school care for children from the Lingfield Primary School. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The club employs two members of childcare staff, including the manager. The manager holds a relevant qualification at level 3 and the other staff member holds a qualification at level 2.

The club opens Monday to Friday during school term times. Sessions are from 7.50am until 9am and 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 13 children attending, who are in the early years age group.

What the setting needs to do to improve further

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

- build on systems for sharing information about children's individual learning with other providers of the Early Years Foundation Stage, in order to complement resources, activities and learning in settings in which children spend more time
- provide a space for children, who wish to relax, rest or play quietly, equipped with appropriate furniture for their needs.

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

- develop further opportunities for children to develop their independence and self-help skills at snack time, for example, by encouraging them to prepare their own food and pour their own drinks
- increase resources that reflect today's diverse society and review the way in which these are used to help children to gain a better understanding of the wider world.

Inspection judgements

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

Staff provide an adequate range of activities to support children's learning. They follow children's interests and topical events when planning activities. Children are consulted about what they want to do and planning is adapted if they express a particular interest in something. Staff take photographs of children engaged in play and collect samples of their work. They use their observations to assess children's learning and identify their strengths or areas for support. Staff support children to play together and to be kind and caring. They allow children time to make their own choices and to be independent, for example, choosing what they want to play with and selecting whether to play indoors or outside. Staff are good role models and encourage children to take turns and share equipment. They recognise that craft activities are a particular favourite for some children and make sure that there are resources for them to do what they enjoy most.

Staff take time to listen to children and value what they say. Consequently, their communication skills are developing appropriately and they talk happily with adults and their peers. Children have good access to books and a range of different mark-making resources, which helps support their literacy skills. They have opportunities to use information and communication technology resources, which nurtures their skills for the future. Children's physical development is promoted well, they play football, clamber on the sturdy outdoor play equipment and run around.

Positive relationships are in place between parents and staff. Parents say that they are happy with the provision. Staff engage with parents on a daily basis, sharing information about children's care and what they have been doing while at the club. They also pass on any messages from school. However, systems are not fully in place for staff to share information with teachers about children's learning, in order to promote continuity of care.

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

A suitable key person system is in place, which helps children to form secure attachments and promotes their emotional well-being. Children clearly have fun spending time in the out of school club. For example, they enjoy involving staff in their games, talking to them as they are play indoors or outside. However, staff do not organise the space, so that there is suitable place for children to rest, sit comfortably or play quietly. This does not fully support their well-being after a busy day at school. Staff know the children well and liaise with their parents to ensure continuity of care. For example, children settle into the setting quickly as staff find out important information, including children's interests and favourite games and toys when they first start attending. This means that children's transitions into the setting are effectively supported.

Staff provide a satisfactory range of resources and equipment for children to use and which they can access independently. Children also know that some additional resources are stored on top of cupboards and are confident to ask for these. However, resources,

which depict positive images of diversity and the wider world are more limited. As a result, children are not helped to fully develop a positive view about other cultures or disability and extend their understanding of the wider world and knowledge of different people and communities through their independent play.

Children are aware of the routines of the club and place their belongings carefully on coat pegs and line up at the door ready to access outdoors. They demonstrate a sense of belonging in the environment and are content and relaxed. Children are confident and are able to speak about what they like and dislike and happily express their opinions. They play with children older than themselves, which supports their transition into the next year group at school. Behaviour is suitable. Rules and boundaries are in line with the school rules, so that children are getting consistent messages. Children are polite and friendly and able to work together during activities. They are aware of safety routines and demonstrate this in the activities, which they engage in. For example, they know not to climb up the slide, but to use the steps. Children have regular opportunities to be active. For example, they have daily access to the school field and yard, where they thoroughly enjoy the fresh air. They also have great fun using the climbing area and playing a variety of ball games.

Staff help children to learn to be independent and encourage them to manage their own personal needs, giving gentle reminders to wash their hands after visits to the toilet. Children are provided with opportunities to develop an understanding of the need for a healthy diet and lifestyles. They are offered a variety of snacks, including fresh fruit at the beginning of the session and juice and water at all times. However, children do not always help to prepare and serve their own snacks, so as to further develop their independence skills.

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

The manager demonstrates a suitable understanding of his responsibilities for meeting the requirements of the Early Years Foundation Stage. This includes adequately monitoring the planning and delivery of the educational programmes and safeguarding children. Staff demonstrate an understanding of their responsibilities in the event of a safeguarding concern or allegation. A wide range of policies and procedures are in place to support staff, including the safe use of mobile telephones and cameras. Effective daily checks of the premises and outdoor areas reduce the chance of accidents occurring. The effective recruitment procedure ensures that all staff are checked with regard to their suitability, qualifications and experience, in order to keep children safe. All required documentation is now in place to support the safe and efficient management of the club.

The manager adequately monitors staff performance and they have opportunities to attend various training courses to improve their knowledge. The manager reflects on the service he provides. He seeks parents' and children's views through regular questionnaires and conversations. He is happy to adapt the service as needed. The club has made suitable progress since the last inspection. For example, the manager has worked closely with the local authority advisory team to positively address actions raised. The premises

are now secure. Staff can see parents before they gain access to the school building and the outdoor area has a secure fence to ensure that all children are kept safe. The manager is in the process of recruiting new staff following a member of staff recently leaving. In the meantime, he is using his relief staff to cover, who is a lunchtime supervisor in the host school and well known to the children.

Partnerships with parents are positive and friendly and contribute to meeting children's needs. The manager also works within the host school over lunchtime and generally works well with staff to meet children's needs, within the club. However, information regarding children's interests and progress is not routinely shared. As a result, staff are not able to know what children are learning at school and offer complementary support that will enhance their learning and development, both at the club and at school. The manager is aware of the importance of working with external agencies and services in securing appropriate interventions when there is reason to.

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	EY438888
Local authority	Middlesbrough
Inspection number	799612
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	13
Name of provider	Daniel Wilson
Date of previous inspection	16/05/2012
Telephone number	01642 319918

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

