

Little Stars

49 Newlands Close, DONCASTER, South Yorkshire, DN4 6RQ

Inspection date

Previous inspection date

29/04/2013

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

- Children play independently and readily access a good range of age-appropriate equipment which enables them to make satisfactory progress in their learning.
- Staff have formed positive relationships with children and, as a result, they show good levels of confidence and self-esteem.
- The nursery is clean, spacious and has an appropriate range of furniture to meet children's varying needs. Staff are conscientious about hygiene routines so children play in a safe and healthy environment.

It is not yet good because

- Observations, assessments and planning are not always suitably consistent, in depth or breadth, to build on children's learning to ensure that they make good progress.
- Children's literacy and mathematical skills are not widely supported because opportunities for them to experiment with a range of writing resources and number labels have not yet been fully embraced.
- Opportunities are not always maximised to fully encourage parents to contribute to their children's ongoing learning, or to share achievements from home.
- Monitoring and evaluation of practice lacks rigour and is in the early stages of development. As a result, there is no robust improvement plan in place that fully supports children's achievements over time.

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 all rooms and the outside learning environment.
- The inspector took part in a joint observation of daily routines in the pre-school room.
- The inspector held meetings and observed practice with the two managers of the nursery.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of views and comments from parents spoken to during the inspection and some written comments in children's developmental records.

Inspector

Tara Street

Full Report

Information about the setting

Little Stars was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted single storey building in Doncaster, and is privately owned and managed by a partnership. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, both owners hold an appropriate early years qualification at level 4, two staff members hold appropriate early years qualifications at level 3 and two are currently working towards an appropriate early years qualification at level 3.

The nursery opens Monday to Friday all year round, excluding bank holidays. Sessions are from 8am until 6pm and the nursery offers before and after school care as well as holiday provision. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers care to children aged from five to 11 years of age.

What the setting needs to do to improve further

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

- develop further observations, planning and assessment to ensure they are more rigorous in identifying all circumstances where intervention, additional support and challenge may be required to promote individual children's learning and development
- improve the educational programme for literacy and mathematics by: providing word banks and 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors and provide number labels for children to use, such as adding a number label on each bike and a corresponding number on each parking space.

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

- develop further opportunities to enable parents and carers to regularly contribute to their child's learning and development record and to share achievements from home
- develop self-evaluation through careful monitoring and analysis to ensure that it is more rigorous in informing the nursery's priorities and setting sufficiently challenging targets for improvement that will fully support children's achievements over time.

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

Children are settled and enjoy coming to the nursery. They are familiar and secure in the routines and know the small staff team well. Consequently, children not only build warm and positive relationships with their key persons but also relate well when staff cover in other rooms. Children make satisfactory progress in their learning and development because staff have a sound understanding of how they learn and play. However, recent changes in the methods used to observe and assess children's progress have not yet been fully embedded. For example, staff conduct regular observations and assessment on children, although, there is some inconsistency across the nursery with regard to how informative and accurate these are. Where staff are supporting individual children in achieving their next steps in learning, the specific areas for development are not always clearly identified, hindering how effective support can be planned and delivered. For other children, these assessments reflect their abilities and stages appropriately as staff match their progress against the 'Development Matters in the Early Years Foundation Stage' guidance. Staff effectively complete the progress check at two years for children within that age range. Daily care sheets are completed for babies and toddlers, which are shared

with parents. These include information about the day's activities and care routines. Parents are regularly informed about their children's progress through daily discussion and are encouraged to view their children's learning and development records. However, other opportunities to encourage parents to play a full and active role in their child's learning, such as adding comments to their ongoing learning and development records or sharing their achievements or special events from home, are variable. Consequently, children's learning potential is reduced. Partnerships are developing with the local schools and sensitive support provided by staff ensures that children are appropriately prepared for their transition into school.

Resources are suitably deployed and the, largely, free-play routines help children in developing their own learning. Consequently, children show positive signs of effective learning as they inquisitively explore the sand tray, or use glue sticks and tissue paper independently to make a rocket. Staff plan a suitable range of adult-led activities that help children develop their skills in making marks and mathematics. Children eagerly make collage pictures from varied materials, such as wool and feathers, and use pens and pencils to decorate their work. They count how many legs an octopus has and problem solve how to fit two pieces of pipe together so that they can roll their balls down it. However, other opportunities for children to develop their early writing and number skills are limited. For example, a wide range of number labels, word banks and a range of 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors are not provided.

Babies operate cause and effect toys with interest. They enjoy regular sessions with treasure baskets so they explore some natural materials. Staff support them appropriately as they begin to toddle with safe walkers or by holding their hands. Staff promote children's communication and language skills appropriately in all areas of the nursery. Adults working with the babies talk to them and encourage them to develop their language by echoing their babble and introducing new words as they play 'Peek-a-boo'. Older children are encouraged to think about what type of animal they might make from the dough. They eagerly discuss how they will make a snake, slug and a snail. Staff effectively extend younger children's vocabulary skills. They introduce words, such as 'squeeze' and 'press', when children are using rolling pins and their hands to shape their dough creatures. Other children are supported appropriately to name the different objects they can see through the binoculars, such as a 'big red tractor'.

A good range of age-appropriate books are well used to ensure all children develop an interest in reading and story time. This supports their future learning and prepares them appropriately for the next step in their learning. Toddlers and older children have a well-equipped role play area where they can imaginatively create their own scenarios with dressing up clothes, toy cooking equipment, cars and small figures. Children play happily together, forming strong bonds and friendships. They enjoy the company of adults, showing increasing levels of confidence as they draw their attention to things that interest them and invite them to join in with their play. Children move freely around the designated play areas, managing their physical movements with ease. They show fascinated interest in how things work as they press buttons to activate the lights and sounds on interactive toys. Older children are learning about the effects of physical exercise on their bodies as they have daily opportunities to play outside. Babies and

younger children eagerly roll balls backwards and forwards with staff and explore the see-saw and slide. Older children enjoy opportunities to play with bats and balls, ride bikes and to build obstacle courses with crates and planks of wood. They excitedly climb into a large tyre calling to their friends to get into the boat as there are sharks in the water. This effectively develops their physical skills.

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

Children are greeted warmly on arrival by friendly attentive staff. They are allocated a key person on their arrival and have time to settle into the nursery. Parents are asked about their routines, preferences and fears to aid their safe transition into the nursery. Babies follow their own home routines for rest and play so they feel secure. Staff support children's transfer into the other rooms in the nursery by arranging visits. Additionally, children regularly play together and, therefore, develop strong attachments with others, which helps them to move on in their learning with confidence. Staff are kind to the children and some have developed strong attachments, which mean children in all areas of the nursery are settled and feel safe.

Children respond well to consistent boundaries with support from staff, for example, they join in tidying away resources and put on their coats ready for outdoor play. Staff speak to children in respectful ways and encourage sharing behaviour, which supports their future learning appropriately. They use satisfactory behaviour management strategies and children's self-esteem is enhanced as they receive plenty of praise for good behaviour, effort and achievement. Children learn how to keep themselves safe as they follow the emergency evacuation procedure, or learn not to run indoors. The nursery environment is well organised. The rooms are bright and spacious, with resources appropriately arranged so all children make independent choices. Older children, in particular, benefit from a broad range of equipment that promotes their curiosity and learning. As a result, all children are developing their confidence in self-directed learning so they are appropriately prepared for their future challenges.

Children benefit from a healthy range of snacks and meals that are well balanced and nutritious. Babies' individual dietary requirements are discussed regularly with parents and mealtimes adapted to suit their needs. Meals are social occasions where babies, toddlers and older children sit together to enjoy conversations with staff and each other. This helps to build good habits for the future. Staff model suitable hand washing procedures well to reinforce children's understanding of sensible hygiene routines and to avoid cross-infection. Children enjoy adequate amounts of fresh air and exercise because they have daily opportunities to play outdoors. Staff support them in active games, such as throwing hoops, suitably promoting their physical development. Children explore climbing equipment and play with wheeled toys to develop their physical control and coordination.

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

Children are appropriately safeguarded and protected as staff have a sound knowledge of the welfare and safeguarding requirements and procedures. For example, all staff are aware of the procedures to be followed should they have any child protection concerns about a child in their care. Clear recruitment procedures ensure appropriate checks are taken up on staff to establish their suitability. All new staff and students undergo an induction so they are fully aware of their roles and responsibilities. This promotes children's safety appropriately. New staff appraisals and one-to-one supervision meetings are beginning to support staff in accessing further training and identifying key skills and strengths, which can then be used to enhance children's progress. Children are supervised well and staff conduct regular risk assessments, covering all areas used by children to ensure their safety. A range of appropriate policies and procedure are in place, reviewed regularly and shared with parents. This fosters children's safety in the nursery.

Staff have sufficient knowledge of supporting children in their learning and development, meeting together regularly to discuss ideas and their progress. As a result, monitoring of the quality of the provision is sufficient to ensure children make satisfactory progress. However, there is a lack of consistency in the observations and assessments that mean some activities lack challenge and not all the areas of learning are fully supported. Satisfactory systems are in place to support the ongoing evaluation of the nursery. For example, staff and parents are regularly asked for their views through questionnaires and daily discussion. However, self-evaluation, through careful monitoring and analysis, is not yet rigorous enough to secure the in-depth focus the nursery needs. Managers cannot demonstrate how they will sufficiently target and sustain improvement that will fully support children's achievements over time.

The nursery works with parents appropriately to ensure children's needs are known and met. All essential personal information is collected and staff show they understand any additional needs, such as allergies or special dietary arrangements. Parents receive written details of younger children's daily routines and activities and are, therefore, adequately informed. All parents have opportunities to speak with their key person at either end of the day. This ensures there is a satisfactory understanding of children's welfare and learning. The nursery collaborates with other agencies, such as the local authority early years advisers and health professionals, for the benefit of the children. None of the children currently on roll attend other settings, however, there are clear procedures in place to support children adequately and share information with others. Staff work closely with local schools to ensure older children make their transitions safely.

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	EY453569
Local authority	Doncaster
Inspection number	891438
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	26
Name of provider	Veeravaley Kaur and Dawn Turton Partnership
Date of previous inspection	not applicable
Telephone number	07914 429509

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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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