

Little Stars Childcare

Bear Road, BRIGHTON, BN2 4DA

Inspection date

Previous inspection date

15/05/2013

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

- Staff fully consider children's abilities and needs in group activities such as singing, as they give them options to use additional resources, which effectively supports their confidence and self-esteem.
- Children make good progress in their learning and development in relation to their starting points, supported by key staff's detailed knowledge of children and their next steps in learning.
- Partnerships with parents are strong and wider partnerships enable staff to work well to support individual children and their families.
- Children's safety and well-being is given high priority and staff are vigilant in monitoring visitors to the nursery.

It is not yet outstanding because

- At times, some messy play activities are not well resourced or easily accessible to enable children to explore them fully.
- Children are not fully engaged at meal times as they wait passively to be served.

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.

Inspection activities

- The inspector observed activities in the main rooms and in the outside area.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents about their views on the service that they receive.

Inspector

Joanne Wade Barnett

Full Report

Information about the setting

Little Stars Nursery registered in 2012 and operates from a converted premises situated in central Brighton in East Sussex. The nursery is accommodated in two group rooms all on one level. Access leading down to the main entrance is via several steps. The nursery is open each weekday from 7.30am to 6pm and 10am to 3pm on Saturday, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 47 children on roll in the early years age group who attend at different times of the week. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of staff including the two managers. Of these, nine hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- consider ways to enhance the 'messy play' area to enable children to easily choose unusual or interesting materials and resources that inspire exploration
- improve the organisation of everyday routines with the older children at meal times to minimise the time children spend waiting passively.

Inspection judgements

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

The atmosphere of the nursery is welcoming and purposeful. Children clearly enjoy learning through play. All children are happy and keen to choose their play from interesting experiences offered. The planning covers seven areas of learning both inside and outdoors. Staff plan activities and support individuals well so that every child experiences a relevant and interesting programme of activities. The system for recording observations and assessments based on the Early Years Foundation Stage clearly show each child's achievements and progress. Planning relies on the skills of staff who are adept at responding to children's individual interests, based on information they gather from parents and frequent observations of children's play. Staff establish what children can do

when they first start through talking with parents about their child's development and their needs. Staff complete daily diaries for babies that are readily available to parents, which supplement their child's progress folders.

Children are developing writing skills through a wide range of activities, with good support from staff when needed. Older children confidently recognise their names on the board before snack time and staff support younger children so they learn to recognise their names. Children learning English as an additional language are able to hear staff using familiar words in their home language, which enables them to confidently use books that reflect their home language. They benefit from opportunities to play with artefacts from other cultures and to observe diversity in the pictures that are on display.

Overall, staff set out the environment well so that it is inviting and interesting to children. There is a good selection of toys and resources for the children to choose independently from, which are stored in low-level boxes. However, they have less opportunity to select a wide range of resources to explore and be expressive in their art and design. They beam with pride as their achievements are recognised and praised when put on display on the wall. Children who prefer to play outside can do so daily, using the outdoor area immediately outside the back of the building. They enjoy imaginative play outside as well as indoors. Children practise gaining good hand and finger control in the outdoor activities as they paint, use sieves, spades and containers in the sand trays to fill and filter sand. They learn about growing vegetables and the life cycle of the frog from tadpoles in the garden area.

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

Children are happy, settled and enjoy their time at the nursery. A secure and robust key person system helps to ensure that staff get to know the children well. In addition they are able to help new children to settle and take part in activities. Staff support children to establish secure emotional attachments. This enables children to feel safe and secure and to confidently explore their surroundings and develop their independence.

Children behave well and many play cooperatively with their friends and staff, talking about what they are doing or making rules for their imaginative games. They are beginning to understand the rules of the nursery, are learning that they must be kind to each other, and take turns with equipment. Staff speak kindly to children who find it difficult to follow instructions or manage their own behaviour. They understand how to consistently apply strategies, or give clear guidance to children, to promote behaviour that is more acceptable.

Babies receive lots of individual attention from kind and caring staff. The staff attend to their care needs, such as nappy changing and feeding at regular intervals throughout the day. The babies' individual sleep times are followed according to parents' wishes. Staff cuddle and comfort babies when they wake up so they feel emotionally secure. They are gently encouraged to become more independent, for example, feeding themselves with a spoon.

Care practices are good as children learn about good hygiene routines. They know to use tissues to wipe their noses, clean their teeth after lunch and wash their hands before helping to prepare lunch. Snacks times are healthy as they consist of fresh and dried fruit, milk and water. In addition, they enjoy the nutritious meals cooked on site, which takes into account the age of the children and their dietary requirements. Children sit together learning social skills and having small group discussions. However, this is less organised at lunchtime for the older children, as they have to wait passively before starting to eat. Children confidently talk about food that they like and which are good for them. They are getting to know the routine as they help to tidy their plates and cups after meal times.

Children confidently help themselves to equipment and move freely around the large hall. They interact well with staff, asking for help or support if required. Children learn self-care skills such as putting on their own coats and wellington boots before playing outside. This all helps to prepare them for their eventual move to school.

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

Staff follow good safeguarding procedures to protect children's well-being and meet all safeguarding and welfare requirements. As a result, parents receive accurate and helpful information regarding the care of their children. All staff undertake regular safeguarding training and effective processes are in place to help ensure they appropriately follow up any concerns about children's welfare to safeguard the child. Thorough recruitment and vetting processes help ensure staff are suitable to work with children. Regular supervision and annual appraisals enable ongoing professional development for all staff, with attendance at different training courses encouraged. Staff then share information they have learnt through training among the staff team so that everyone benefits. In turn, this has a positive impact on the outcomes for children.

Self-evaluation is continually changing as staff reflect on their practice. This demonstrates that they have a clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a welcoming environment within the nursery. The staff liaise with parents to gather their views and use this information to plan their improvements. They then share details of the improvements with parents through newsletters so they see how their views have a positive impact on the care and learning provided for their children.

Partnership with parents is good. Parents speak very highly of the support that staff give the whole family. Parents confirm they receive very good details about the Early Years Foundation Stage and the staff regularly inform them about the progress their child is making. Staff actively engage all parents in supporting their child's learning at home and contributing to the assessment processes. This helps them support their children's progress towards the early learning goals.

The staff recognise the importance of working in partnership with others involved in the

children's care and learning. Communication with other providers delivering the Early Years Foundation Stage for particular children takes place regularly. This sharing of information promotes continuity in children's learning and care.

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	EY455968
Local authority	Brighton & Hove
Inspection number	894670
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	47
Name of provider	Little Stars Childcare Partnership
Date of previous inspection	not applicable
Telephone number	07912972755

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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