

Little Champs Nursery

Belper Street, LEICESTER, LE4 6ED

Inspection date

Previous inspection date

13/06/2013

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 settled and show a strong sense of belonging in the nursery. This is because they form trusting relationships with staff. They confidently explore their environment and participate in activities with enjoyment.
- Partnerships with parents are effective with regard to sharing information that aids staff in meeting children's care and learning needs.
- Steps taken to safeguard children and promote their good health are robust. Managers and staff successfully identify and minimise potential risks. Their secure knowledge and understanding of their responsibilities to protect children ensures children are fully safeguarded.
- Children's needs are well-met because there is a strong commitment to continued improvement of the nursery through setting ambitious targets and action plans.

It is not yet outstanding because

- There is scope to develop the outdoor play area by increasing the opportunities for children to use a greater range of resources in order to fully maximise children's learning.
- Resources and space are not always used to their best advantage and on occasion ill-timed which results in some children becoming distracted from their focused 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 held a meeting and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in three playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children and children's assessment records, planning documentation and a selection of policies and documentation.

Inspector

Claire Jenner

Full Report

Information about the setting

Little Stars Nursery School was registered in 2012 on the Early Years Register and on the compulsory part of the Childcare Register. It is located in Leicester City operating from a converted three-storey building. Children have access to the ground floor only. There is an area for outdoor play. The ground floor of the premises can be easily accessed by all children through a level entrance lobby directly from the street pavement. The nursery is privately owned and managed serving the local area.

The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery receives support from the local authority. The nursery is registered to care for a maximum of 70 children at any one time all of whom may be in the early years age range. There are currently 25 children attending who are within this age group.

The nursery opens every day all year round with exception of public holidays. Sessions are from 6am until 8pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the range and accessibility of resources in the outdoor environment to provide further opportunities in order to fully maximise children's learning
- review the use of space and resources and how these can be utilised in a more timely fashion to fully maximise children's learning.

Inspection judgements

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

The manager and staff have a secure knowledge of how children learn and as a result, teaching is good. Staff know the children well and plan and provide them with activities and resources to support individual interests. As a result, children freely explore their

surroundings with growing confidence. For example, older children make independent choices indoors choosing to quietly look at a book or use their imagination in the role play area as they play cooperatively with friends. Children are supported by staff who respond positively, when, for example, they express a desire to go back inside after playing outside. Children have fun, are engaged and develop the range of skills needed for their next steps in learning, including school. For example, older children put on their own coats and shoes and toddlers are confident to express their wants and needs to staff.

The role of parents is highly valued in order to support children's learning and development. All parents contribute to the initial assessment of children's starting points on entry to provide a baseline from which to monitor their progress. They receive regular feedback helping them to feel included in their child's learning. For example, parents are provided with daily diaries and verbal exchange of information on arrival and collection. In addition, more detailed periodic written reports show them what their children have achieved. They have easy access to their children's individual files, and staff make themselves fully available to talk through and explain in greater detail, or translate in order to support parents whose first language may not be English. In addition, parents have easy access to a broad range of information about activities and learning objectives within the setting. This includes annotated photographs and examples of children's work which helps bring things to life. Consequently, parents are fully included and are helped to support their children's learning at home.

Children's communication, language and literacy is well-promoted across all areas of the nursery. They enjoy easy access to a broad range of carefully presented books and reading materials, some of which reflect the range of languages spoken by families that attend the setting. This contributes to children's awareness of different script and helps them to recognise and value all languages. All children enjoy singing and participating in action songs and rhymes. For example, very young children have opportunities to engage in some planned singing sessions. Staff successfully use their voices and facial expressions to help babies tune in so promoting their listening and attention skills. They support children's understanding as they talk to children as they play and during everyday routines, for example, when changing nappies and at lunch and snack times.

Children have ample opportunities to be creative and explore different media. They independently access equipment such as paint, chalk and glue to create their own pictures. A young child uses her hands to make marks on paper before experimenting with a paint brush which she uses with increasing skill. Babies enjoy exploring a range of materials and enjoy the tactile experience of 'baked bean play' and sitting in the sand tray feeling the grains between their toes and fingers. Staff encourage them to touch, feel and make marks by swirling and poking it. This contributes positively to children's physical development and the skills needed for their future learning. Children are introduced to mathematics in a variety of play activities and everyday routines. Staff encourage older children to count the number of hoops as they jump through them and extend this learning as they 'add in and take away'. Children enjoy water play and use jugs and funnels to fill buckets of various sizes. Staff talk to the children and model words such as 'full' and 'empty' as they fill the pots. This gives the children good opportunities to explore shape, space and measure.

Children enjoy being active and staff work hard within the restrictions of the environment to ensure children have daily opportunities to promote their physical skills. For example, indoors they have allocated space where children can use climbing equipment and trikes safely. In addition, careful consideration is made to the daily routine in order to provide opportunities for children to go outside, where they have access to a small play area. Children have some opportunities to learn about nature and the world around them. For example, they enjoy frequent trips into the local community and a spontaneous discovery of a spider is appropriately supported by staff. However, there is scope to develop this area further to ensure that children enjoy a wider balance of activities and learning opportunities in order to fully maximise their learning in the outdoors.

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

A calm and caring atmosphere creates a positive learning environment. Careful consideration is made to the deployment of staff and allocation of each child's key person. This supports close bonds between children and staff and provides a strong base for children to develop their independence and explore. In addition, parents express their appreciation of the warm welcome and ongoing support that they receive. Staff take time to get to know children and individually agreed settling-in procedures are offered, tailored to the needs of each child. As a result, children are happy, settled and confident. Children are grouped appropriately and allocated their own base room supporting their feelings of security and sense of belonging. In addition, routines are organised to enable younger children to have time to play in the large pre-school room, providing opportunities for them to freely explore additional resources uninterrupted and in a secure environment. However, this is not always effectively managed as on occasion, misjudged timing results in children distracting each other from their focused play. For example, a group of toddlers playing enthusiastically in one area creates background noise that inhibits older children's opportunities to develop their listening skills during group circle time.

Staff work closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Children have opportunities to join together at key times during the day. For example, snack and mealtimes are a social occasion where children of all ages eat together supported by all staff members. This means that children have opportunities to forge wider relationships within the nursery. As a consequence, transitions within the nursery are well-managed and effectively support children's move from one room to the next. Furthermore, positive steps have been taken to establish partnerships with other providers, such as, local pre-schools and schools in order to support the transition from one setting to another and ensure consistency of care.

Children behave well. They play well with their peers, sharing and taking turns with toys and equipment. Babies and young children begin to show an understanding of what is expected of them, for example, when they return a toy to another child when asked. This is supported through consistent praise and encouragement from staff, developing their confidence and self-esteem. Staff effectively support children to understand the impact of their actions on others. For example, a child is encouraged to apologise for knocking

another with a spade when playing in the sand, offering comfort as they realise that this hurt. Staff play close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs. In addition, children understand about keeping themselves safe because they learn about fire safety by practising the evacuation procedure. They also have opportunities to participate in a range of planned activities including discussion with local police officers as they visit the nursery and talk about their role within the community.

Staff clearly understand the importance of good hygiene practices, which they successfully pass onto the children. Young children are changed regularly by their key person who also ensures that children's hands are washed before food and noses wiped. Older children are encouraged to manage their own personal hygiene and develop their independence, as they confidently use the toilet and know to wash their hands afterwards and before eating. All children are offered a range of foods at lunch time, in conjunction with parents and reflective of children's individual needs and preferences. Children have access to their own drinks at 'refreshment stations' in each room and consequently, begin to manage their own needs as they drink when they are thirsty. Children have frequent opportunities to be physically active both indoors and out. All children access the outdoor play area on a daily basis and often take walks into the local area where they make use of the community recreational areas. In addition, space has been identified indoors where children have use of a range of larger equipment and engage in group games and activities.

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

Children are fully safeguarded at the setting and staff have a secure understanding of what to do if they have a concern regarding a child's welfare. All staff have attended training in safeguarding to ensure that they are up-to-date with any changes in legislation and of their roles and responsibilities. They advise parents of their responsibilities through discussion and access to the broad range of robust policies and procedures that underpin practice within the nursery. A 'policy of the month' is displayed providing opportunities for both staff and parents to revisit it and make comment. Further to this, clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed and any changes and action taken noted. All staff remain vigilant to children's safety and undertake daily visual checks on the premises. Adult-child ratios are well-maintained and fully support the lay out of the building ensuring children are well-supervised at all times. Effective visitor procedures are in place; visitors are asked to sign in, their identity checked and they are never left unsupervised. In addition, extra safety systems, such as, closed circuit television cameras and room intercoms are fitted throughout the nursery. As a result, children play in a safe and secure environment.

Robust vetting and recruitment procedures have been implemented which ensures that all

those working with children are safe and suitable. Alongside this, induction procedures ensure that staff know and understand their roles and responsibilities in order to support and maintain children's well-being. Regular staff meetings for all staff ensure that they are kept informed of changes and have opportunities to share any concerns, ideas or good practice. Regular supervision meetings and annual appraisals enables the manager to identify learning needs for each individual staff member. As a result, there is a skilled staff team in place, in order to support children's needs. Staff have forged close working relationships over a short period of time which creates a positive and welcoming atmosphere. They work closely together to monitor and evaluate the educational programme. For example, the manager is 'hands on' within the setting; this allows her to observe staff in their delivery of the curriculum. Planning and assessments are checked to make sure they are consistent and precise. Any gaps are identified and action taken to address and close them. This means that staff are supported well to deliver the requirements of the Early Years Foundation Stage.

Parents are happy with the progress their children have made whilst at the setting and comment enthusiastically on the 'welcoming and knowledgeable' staff and how their children engage in a broad range of activities and enjoy their time at nursery. Arrangements to ensure that parents play a fully and active role in their child's care and learning have been implemented. All parents are invited to share in their child's achievements, for example, through daily discussion, diaries and parents evenings. A good range of information on display ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. In addition, staff make themselves fully available and welcome opportunities to 'talk through' anything that parents are unsure of and to answer any questions or queries. Links have been made with external agencies and with other settings in order to ensure children receive the necessary support and in order to promote continuity of care as required.

The manager and staff are enthusiastic, motivated and committed to providing a high quality service to children and their families. Arrangements to evaluate the provision are in place and a detailed action plan has been established to allow the manager and staff to identify and work on areas for improvement. Parents are invited to contribute to this process through verbal and non-verbal methods, for example, questionnaires, comments and general discussion. This demonstrates a clear understanding of the strengths of the setting and areas where there is scope for development. This supports the ongoing improvement of the setting and in turn the provision for children.

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	EY450816
Local authority	Leicester City
Inspection number	896678
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	25
Name of provider	Little Stars Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	01162 415173

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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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