

Little Stars Day Nursery

124-128 Dogsthorpe Road, PETERBOROUGH, PE1 3AL

Inspection date	10/06/2013
Previous inspection date	10/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are excited and motivated by the wide variety of stimulating activities that take account of their learning needs and interests. They are very engaged in their learning and make excellent progress, taking into account their starting points and capabilities.
- Children feel extremely safe and secure within the warm and welcoming environment. The highly effective key person and buddy system enables them to form very secure attachments.
- Management's realistic evaluation system and highly effective monitoring ensure targets for future development are identified and continuous improvements are made. This ensures the nursery continues to provide superb quality care for all the children.
- Highly effective partnerships with parents mean that there is a thoroughly united approach to meeting individual children's needs, extending their learning and helping them to develop a vast range of relevant skills for the future.
- The nursery garden is a rich learning environment. Children enjoy a wealth of opportunities to expand their imaginations and develop physically and emotionally.

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 was given a tour of the nursery on arrival.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the owner, manager and deputy at agreed times throughout the day.
- The inspector looked at children's learning journals, planning, tracking and monitoring documents.
- The inspector looked at a selection of records and documentation relating to the safe management of the nursery.

Inspector

Anne Archer

Full Report

Information about the setting

Little Stars Day Nursery opened in 2003 and was re-registered in 2008. It is part of Stars Day Nurseries Limited and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a converted school building in a residential area, close to Peterborough town centre. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play accessible from all rooms.

The nursery employs 30 members of childcare staff. Of these, 27 hold appropriate qualifications at level 3, one at level 2 and the manager and one other have an early years degree. The nursery opens from 8am until 6pm, Monday to Friday, for 51 weeks of the year excluding public holidays. Children attend for a variety of sessions. There are currently 190 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. An out-of-school and a holiday club also operate for children aged from four to eleven years.

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 develop the outdoor environment further to provide children with first-hand contact with the natural world.

Inspection judgements

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

Children flourish because staff thoroughly understand the Statutory Framework for the Early Years Foundation Stage and so recognise the uniqueness of each child. They support children's learning and development exceptionally well. Staff complete regular observations of the children as they play and accurately identify their interests and next steps in their learning. These observations and assessments are used to provide innovative and challenging play opportunities to support and rapidly progress children's development and learning. Excellent teaching techniques help children to be active learners. Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities which enable them to instigate their own learning. Consequently, children make excellent progress towards the early learning goals in relation to their starting points and capabilities. Parents comment that they are 'extremely happy' and 'over the moon' with how their children are progressing.

Staff in all areas of the nursery are highly skilled at extending children's play. They engage them in conversation while they play to encourage critical thinking and to develop language. A bear hunt in the garden leads to a valuable discussion about different creatures' habitats and a story reading session which explores children's memories of their experiences. All staff engage purposefully with children and make excellent use of open-ended questioning. For example, questions and comments, such as, 'What do you think?' and 'tell me about' extend children's critical thinking, problem solving and language skills. Children who have English as an additional language are very well supported by staff who either speak their home language or have access to key words and phrases. There are also picture books in each room, which children and staff can use at, for instance, meal times or to enquire about toileting. Staff understand very well how children learn through play and by following their own interests. This is demonstrated exceptionally well through the provision of designated areas, such as, an inviting book corner or role play area. Children lose themselves in a world of creative and imaginary play. For example, two children draw houses and talk about the design.

Children benefit greatly from the well-resourced outdoor area which is accessible from all rooms. For large periods of each day, children have free access to the garden and to the other playrooms except for the babies who have their own smaller, undercover, outdoor area which is ideal for those babies who are not yet mobile. Older babies have supervised visits to the larger play area when it is less busy. Children are extremely excited by being outdoors and when the doors are open there are very few children who prefer to play inside. Some children like the opportunity to visit other rooms to play with siblings and friends or to simply play with toys they remember from when they were in that room. Staff fully understand the importance of outdoor play and create a rich learning environment that promotes all areas of learning, although there is scope to enhance opportunities in the outdoor environment for children to learn even more about the natural world.

Babies and younger children explore and investigate their environment to find things out. They enjoy cause and effect toys and repeatedly press buttons to make musical sounds. They look in low-level mirrors to see the reflection, sometimes not realising it is their reflection. Babies experiment with paint, starting with chunky brushes but then using their hands to make a picture. They push toy vehicles across the floor and copy the sounds that the staff make as they do so, such as, 'nee-nor'. Young children love action songs and smile and giggle as they play 'row, row, row the boat'.

The busy but calm atmosphere within the nursery and the highly effective partnerships staff enjoy with parents ensure that children of all ages settle quickly into nursery life. Children with special educational needs and/or disabilities are cared for very well. Staff work with parents very effectively to ensure their individual learning programmes are efficiently met. Parents are very involved in their children's learning. Staff provide a variety of opportunities for parents to extend their children's learning at home and invite them to 'stay and play' sessions so they learn more about their children's nursery experiences.

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

The key person and buddy system contributes highly effectively to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. Children are extremely well settled and enjoy trusting relationships with staff. Because of the layout of the nursery all staff and children are familiar to each other and children particularly benefit from this warm, happy atmosphere that is very evident in the nursery and which parents also comment on. As a result of this, children's emotional well-being is extremely well fostered. Each child's key person shares information with parents each day they attend ensuring that changing needs are fully met. There are also formal meetings between parents and staff where children's development and progress is discussed and decisions made about additional support or transitions.

Children behave extremely well. They learn what is expected of them in this nurturing environment and on the rare occasions when a child's enthusiasm overcomes them, staff quietly remind them about sharing or about being kind to their friends. Children learn how to keep themselves safe with the innovative support of staff. The pre-school staff have introduced a traffic light system to teach children about different types of risk so they are able to make decisions for themselves. For example, running indoors and using scissors while standing up and walking around are coded red, indicating to children that these activities are not safe. Staff encourage children to learn and develop skills which will support them when they start school. For example, children in the pre-school dress themselves, use the toilet independently and remember personal hygiene practices.

Children enjoy very nutritious, healthy meals and snacks which are prepared and cooked on the premises each day. The cook takes into account children's dietary needs and menus are displayed in each room so parents know what their children have to eat. In addition, younger children's eating patterns are recorded in their daily diary. Children often help to prepare snack and staff use the opportunity to show them how to use a knife safely when slicing a pear. A list of the food allergies and preferences of each child are discretely displayed in each room so that staff are able to check before serving food. Staff sit with the children at mealtimes to act as excellent role models as they demonstrate social skills and create a warm and pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later, maybe after their lunch or sleep.

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

The nursery meets all the requirements of the Statutory Framework for the Early Years Foundation Stage exceptionally well. It provides a very welcoming environment where all children and their parents are valued and respected. The manager is a highly effective role model and in a calm and efficient way, motivates the well qualified staff team to strive to achieve the very best for children. The manager is extremely well supported by her deputy, senior staff and by the owners of the nursery. Recommendations made at the last inspection over four years ago have been addressed successfully. For example, on-going self-evaluation and critical reflection, which takes account of the views of staff, parents and children, has been greatly improved. The process ensures that everyone has a clear

understanding of the strengths of the nursery and is involved in the identification of areas for development.

There is a strong culture of continuous professional development amongst staff who welcome ongoing training opportunities. Staff work together very well and are very supportive of each other. Annual appraisals, regular supervision sessions, room-leader meetings and regular management observations ensure that any potential concerns and issues are quickly identified and dealt with, so that the nursery continues to provide high quality care and learning. All required documentation and record keeping for the safe organisation and management of the nursery are in place and effective.

Everyone at the nursery understands the importance of safeguarding the children. Robust recruitment and induction procedures ensure the suitability of all new staff. Detailed risk assessments and routine safety checks throughout the nursery contribute significantly to children's safety. All staff know their role and responsibility relating to child protection issues depending on their position within the nursery. Staff lock their personal phones and cameras in their locker when they are working with the children and visitors and parents are asked not to use theirs while at the nursery.

Staff engage with parents extremely well. All parents spoken to with children throughout the nursery, commented on how much they value the nursery and how supportive the staff are to themselves and their children. Staff, parents and other professionals work very well together to support and promote children's development and learning effectively. The comprehensive monitoring of children's progress and development means that staff quickly identify if a child requires additional support. Strong links with other agencies ensure that children's specific needs are assessed and that support is given.

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	EY375145
Local authority	Peterborough
Inspection number	918133
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	208
Name of provider	Stars Day Nurseries Limited
Date of previous inspection	10/11/2008
Telephone number	01733 312612

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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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