

Little Stars Day Nursery

Monkgate, York, YO31 7PB

Inspection date	27/06/2013
Previous inspection date	22/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 are secure in the provision. They relate well to the practitioners and demonstrate good behaviour as they learn to engage and play cooperatively.
- Staff have a sound knowledge of the Early Years Foundation Stage. They are appropriately skilled in using a range of different learning strategies to satisfactorily promote children's development.
- Effective self-evaluation is in place which identifies areas for development to improve the quality of provision for children.

It is not yet good because

- An adequate range of information is not always shared with parents to keep them fully informed about their child's learning and progress. Parents are not always guided about how they can further support children's learning at home.
- The tracking of children's learning and progress is not fully embedded for the management to use as a tool to monitor the educational programmes.

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 playroom and observed children at play in the outdoor areas. A tour of the premises was also completed.
- The inspector held meetings with the manager and spoke with children and staff, including key persons, at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector looked at management information supporting the organisation of the nursery, reviewed the procedures for the safety and welfare of children, and information linking to the dietary needs of children was seen.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Little Stars Day Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built building within the grounds of St Wilfrid's Primary School in York, and is managed by a voluntary committee. There is an enclosed area for outside play.

The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager has a degree and Early Years Professional Status.

The nursery provides care Monday to Friday all year round from 8am until 6pm. Children may attend for a variety of sessions. There are currently 54 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. Children come from surrounding areas and the nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure parents and carers are kept up to date with their child's progress and development, and support parents in guiding children's learning at home.

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

- consolidate the systems that monitor and track children's progress across the specific areas of learning, to ensure the satisfactory practice already achieved is sustained and consistently improved upon.

Inspection judgements

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

Children are making satisfactory progress in their learning and development. Staff collect information from parents when their child first starts to attend, about their interests and what they can do. They then use this to plan a range of activities that they know children will enjoy, which helps them settle easily in the nursery. Staff observe each child's progress across all areas of learning, and ensure that they use this to motivate each child

in their care. Planning is done on an individual basis each week. This means that children access activities that continually build on what they know and can do, which supports them in achieving the next steps in their development. The new staff team have a sound understanding of how children learn, and provide interesting activities to support learning. Staff effectively question and spend time with children, extending their thinking and providing suitable opportunities for them to explore and experiment. They make observations of the children's play and assess where they are in their learning. They record the next steps in their learning in the child's learning record. Staff update parents by talking about things that children have enjoyed at nursery. However, they are not keeping parents and carers fully informed about their child's progress and development, or providing information about how they can successfully extend their child's learning at home. The completion of the progress check at age two ensures staff have knowledge of children's progress, and this is shared with parents.

Children are becoming effective communicators; they readily engage in conversations and learn to listen to favourite stories, joining in with particular aspects. Staff encourage their communication skills by introducing new words and asking questions to encourage children to think about and explain what they are doing. Children with English as an additional language are well supported to develop their communication and language skills. They have opportunities to practise using different words as they play with the modelling dough, making current buns. For example, they ask other children 'Do you want to buy one?' as they count how many they have left. The responsive staff ensure that they both encourage and respect children's choices, which promotes self-confidence.

Children explore a range of materials and resources that encourage them to express themselves and learn about the world around them. They enjoy singing and movement songs that promote their vocabulary. Children's imagination is successfully promoted with a wide range of interesting real-life resources. Older children are becoming interested in their names, and sound out letters when helping to write labels for the apple seeds and orange pips they have planted. They are keen to show what they can do by informing staff that they will write their names on their pictures, and receive lots of praise when they accomplish this. The outdoor area provides opportunities for children to practise their mark-making skills as they have great fun using water with brushes and rollers to make patterns and shapes.

Staff carefully consider how to prepare children for transition to school. They have employed a member of staff to work with the children to provide an in-depth overview of learning for all of the children who are moving up to school this year. The manager has built relationships with other professionals to ensure that early identification of any areas of a child's development is fully supported. A commitment and suitable systems have been developed to ensure that any children with special educational needs and/or disabilities will be well integrated when they move on to school. For example, the staff work closely with the school reception teacher, who visits the children in the nursery, and the child's key person shares the information they hold to help ease the transition to school. Staff are proactive in seeking additional support and guidance to close any gaps in children's learning to help all children make satisfactory progress.

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

Children are forming appropriate bonds with the new staff team who care for them. They eagerly come into the nursery and separate from their parents and carers with ease. A key person system is in place and contributes towards staff gaining information from children and parents. As a result, staff build up a secure picture of how to meet each child's individual welfare needs. Care plans are in place for any children with additional care requirements, so all staff are made aware and children's needs are met. Staff in the nursery know the children in their group, therefore, children feel safe, secure and happy in the nursery. Staff show a good awareness of how to ensure children are safe in their care. They show a secure understanding of maintaining a safe environment for children to play. The staff complete daily risk assessments, both indoors and outdoors. The work to upgrade the overall safety of the outdoor provision has been monitored each day to ensure it continues to remain safe for children's play. Children learn to keep themselves safe. They become aware of the areas that are safe for play and why the temporary fencing is in place to prevent them accessing areas that are not to be used on that day. Children are supported to use the range of resources, tools and equipment safely as staff guide them, but enable them to take appropriate risk. For example, when in the garden or using scissors and other utensils to cut with, children demonstrate how to do so safely.

Children behave well in the nursery. They are learning how to cooperate and share with other children. Staff show a good understanding of how to manage children's behaviour and take account of children's differing stages of development to help extend their understanding about why they should not do certain things. This results in children being aware of boundaries and how their behaviour can affect others. Older children enjoy the opportunity to take responsibility for appropriate tasks. For example, they help prepare the fruit for snack and help set the tables for lunch. The staff provide children with praise for their efforts and achievements throughout the sessions. This results in raising children's self-esteem. Children are proud of their achievements and this is celebrated in the nursery.

Children enjoy being outdoors and have daily opportunities to benefit from fresh air. They have good physical skills as they confidently use trikes to pedal around the outdoor area, and enjoy using balls and skittles. Children are able to extend their physical development by balancing on tyres and negotiating the slope. They have suitable opportunities to learn about healthy eating, and enjoy conversations where they think about foods they enjoy and the foods they eat at home. Children benefit from a range of foods that contribute towards a balanced diet and which also take account of their individual needs. Independence is promoted and the children have free access to the bathroom. There are mirrors placed over the sinks so that children learn to use these to check if their faces are clean. Antibacterial handwash is confidently used as part of their hygiene routine, which reduces the risk of cross-contamination and fosters children's understanding of keeping healthy. The nursery is clean and effectively maintained.

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

The manager in the nursery shows an effective understanding of her responsibilities of how to meet the requirements of the Early Years Foundation Stage. Since her appointment, a good emphasis has been placed on ensuring the children remain safe throughout their time in the nursery. Comprehensive risks assessments are conducted on a very regular basis to ensure that children continually remain safe throughout the nursery. Work is almost completed to provide further safety features outdoors with the double gates and restraining walls to the grass area. The manager and staff show a clear understanding of how to liaise with other professionals if they have a safeguarding concern, which further protects children's welfare. Robust recruitment and selection procedures ensure that staff are safe and suitable to care for the children. Effective induction procedures ensure that the new staff have a knowledgeable understanding of their roles and responsibilities, which results in consistent care of the children.

The manager has put in place systems to ensure that the educational programmes and children's individual development are monitored. However, these are in the early stages and are not yet fully embedded. This means that the children receive a broad range of experiences which are appropriately matched to their individual development needs to enable them to make satisfactory, rather than good, progress in all areas of learning. The setting is working hard to build upon the already satisfactory practice. There are systems in place which enable staff to reflect upon their practice. For example, the team meetings are used to drive forward the quality of the provision, using their knowledge and understanding in different areas. The staff team are enthusiastic and committed to giving children an enabling environment with many opportunities to develop and learn.

Self-evaluation is effective and the areas of the nursery that require improvement have been targeted. They have focused on the areas that will bring about the most improvement for children's learning and development. The committee welcomes parents' comments so they can ensure they make a valued contribution to the nursery. They are aware that partnerships with parents plays a key role in the contribution to each child's development and welfare. Parents are informed about what is happening in the setting through notices about new staff in the nursery and newsletters. Parents spoken to at the inspection are complimentary about the nursery and the staff who care for their 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	EY377455
Local authority	York
Inspection number	922744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	54
Name of provider	Little Stars Day Nursery Committee
Date of previous inspection	22/01/2009
Telephone number	01904 675 791

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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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