

Little Stars

31 Castleford Road, Normanton, West Yorkshire, WF6 2DJ

Inspection date	19/07/2013
Previous inspection date	21/08/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Accurate assessments of children's progress provide clear information to parents and other professionals, and also form the basis of children's progress checks at age two years. This ensures there are no gaps in learning.
- Practice is based on a secure knowledge and understanding of how children learn, and educational programmes cover all seven areas of learning. This ensures children are well prepared for their next stage in learning, such as school.
- Children are very happy, and well-motivated. They show good levels of independence, and they are friendly and well-behaved. This helps them develop a good disposition to learning.

It is not yet outstanding because

- Sometimes tables and equipment are not set out well to provide children with sufficient space to move around freely while they play.
- There is scope to improve the information gathered from parents so that practitioners are fully informed about what children are able to do when they first start at the nursery.

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 inside and outside play areas.
- The inspector looked at children's assessment records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the manager, and held discussions with children.

Inspector

June Rice

Full Report

Information about the setting

Little Stars pre-school nursery was registered in 2012, and is privately owned. It operates from one room within the old library building in Normanton, West Yorkshire. The nursery serves the local and wider communities and is accessible to all children. There is an outside area for children. Access to the building is by two steps, and there is also a ramp. Children access the surrounding park area for outdoor play.

The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including one at degree level, and two at level 4.

The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. 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. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend further the range of information gathered from parents when children first start to support practitioners in more accurately assessing children's starting points. For example, by incorporating what children are able to do into the 'all about me booklets'
- support children's need to move more freely by removing unused equipment, such as tables, and review how outside space is used.

Inspection judgements

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

There is a good balance of adult-led and child-led activities that take full account of how individual children learn. All seven areas of learning are well planned for. This ensures that children learn the skills they need for school. Partnerships with parents and other professionals are supported well by the systems in place. For example, parents are introduced to their child's key person from the onset which helps to develop a good working relationship. Parents state that they are kept informed about what children are

learning through newsletters, text messages and regular discussions on a daily basis. Parents state they are encouraged to keep their child's key person up-to-date with what they are doing at home. This helps them to support their children's learning at home and continued progress towards the early learning goals. Practitioners skilfully assess and monitor children's progress effectively. They observe and analyse what children can do and use this information to plan an environment that successfully promote children's learning through play and exploration. However, there is scope to improve the 'All about Me' booklet to help practitioners gain a complete picture of what children can do on entry.

The practitioners have a good knowledge and understanding of how children learn. This helps them to plan activities which are interesting, purposeful, and developmentally appropriate. This helps children continue to continue to make good progress. Practitioners support children as independent learners, and time their interventions well. They use prompts to help children think and talk about what they are doing. For example, while creating a seaside picture, practitioners ask children 'where do you think the bucket will go' and they reply 'on the sand'. Children say there is no room for the beach ball and they are encouraged to think again as practitioners gently prompt 'do you think the children may be playing in the water with it?' Children take time looking at the picture before deciding and saying yes, carefully gluing the ball in place.

Practitioners encourage children's communication skills, they use simple short sentences that children repeat showing that they understand what is being said. They encourage children to talk about their friends and family, and past events. Consequently, children extend their communication skills and develop a sense of who they are. Children are able to select resources and activities independently, however, there are occasionally too many tables out that are not being used. This sometimes prevents children's attempts to move more freely around while they play. Children who speak English as an additional language are supported by practitioners who liaise effectively with parents about the use of their home language in the setting. Some labels and posters have been translated into their home language, and the manager has learnt some key words in Polish. This helps to support children and their families who have English as an additional language.

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

Children's good health and well-being is well promoted through effective planning that ensures children benefit from regular outside play. Children regularly make use of the nearby park and surrounding land which promotes children's physical well-being and their enthusiasm for fresh air. However, outside space is occasionally restricted due to the amount of equipment laid out. This sometimes limits the movement of more active children. Children are provided with healthy balanced snacks that takes account of specific dietary needs and include fruit. Fresh water is available for children to help themselves. This helps children to learn to keep healthy. Good hygiene practices are well implemented with children washing and drying their hands thoroughly before snacks, and after using the toilet. An exclusion policy that involves excluding children and practitioners who are infectious is effectively implemented. This helps to protect and support children's health and well-being.

Children are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, practitioners remind children not to throw toys and talk about the possible impact of their actions on themselves and others. This helps children to learn to behave in ways that are safe for themselves and others. On the whole, children are very well behaved and confident, and there are high expectations for children to use polite language, and to share and take turns during activities. Children are able to choose and select the activities to wish to participate in. This helps to develop their independence.

The key person system is well established and ensures that onward transitions, such as from home into the setting, are well managed. Children show through their body language that they are settled, happy, feel safe and secure. When children are asked who they would go to if they were upset, they are quick to point out a familiar member of staff. This shows children have built trusting relationships with adults. There are well-established links with other early years settings children attend. For example, practitioners and teachers arrange to visit each other's settings, and share information about children's progress. This successfully promotes and supports children's transition into school.

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

There is a strong commitment to improving the quality of the provision. Practitioners work closely with early years professionals and each other to evaluate the quality of the provision. This has helped them to identify priorities for improvement. Practitioners have reflected critically on the quality of teaching, the environment and the planning of the curriculum. There is an action plan in place which shows that some of these changes have already taken place and improved the quality of the provision. For example, the systems for assessing children's progress are more clearly identified to link into the planning of activities for individual children. This ensures that there are no gaps in learning and children they receive targeted support to promote their progress. The recommendations from the previous inspection have been successfully addressed. For example, practitioners ensure technology toys are in working order, and good systems have been developed to support parents involvement in their children's learning. Links with external agencies and other early years providers have been developed. This enables the provision to seek and provide additional support to the children and their families who may need it.

The provision gives high priority to safeguarding children. Practitioners demonstrate a good understanding of child protection and are confident in their ability to implement procedures effectively in order to protect children. All required documentation is in place and has been updated to reflect current practice and support the running of the setting. Policies and procedures are available for parents and carers, and provide clear information about roles and responsibilities. This includes the named practitioners for safeguarding, special educational needs and behaviour management. This helps to keep parents well informed. Risk assessments clearly identify possible hazards and the action taken to reduce any risks to children. Robust recruitment procedures ensure that all practitioners

working with children are suitable to do so. These include references and suitability checks prior to working with children. Practitioners' performance and its impact on children's learning is regularly monitored. They attend supervision meetings and yearly reviews. They are well supported in continuing their professional development and attend appropriate training. This ensures that practitioners are suitably mentored and continue to improve their knowledge and understanding of child development. Consequently, this improves children's learning and helps support their continued good progress towards the early learning goals.

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	EY443701
Local authority	Wakefield
Inspection number	916691
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	50
Name of provider	Mark Philip Wright
Date of previous inspection	21/08/2012
Telephone number	01924220163

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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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