

Little Stars

The Corner House, 18 Strelley Road, NOTTINGHAM, NG8 3AP

Inspection date

Previous inspection date

08/10/2013

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 making good progress given their starting points because practitioners have a good understanding of how children learn through play and implement effective teaching skills to enhance children's learning.
- Children who require extra support are effectively enhanced in their learning, development and general welfare. A very positive approach to inclusion is securely embedded by the effective skills of the practitioner team.
- Leadership and management is effective. The management team are well motivated and passionate about continuous improvement. They ensure a quality workforce is maintained by robust monitoring of practitioners performance.
- Practitioners work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As result, children are settled, happy and supported well in their care, learning and development.

It is not yet outstanding because

- There is scope for children to continue their own learning and independence by reviewing the way resources are accessible to them. For example, by making water more accessible during activities, such as watering the plants.
- There are further opportunities for practitioners to enhance children's already good language and confidence skills during group time. For example, by encouraging less confident children to participate more often during group conversations.

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 spoke with the manager, owner, practitioners and interacted with the children at appropriate times throughout the inspection indoors and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, children's records, planning documentation, attendance records, accident records, medication records, complaints records, safeguarding procedures and sampled written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Little Stars was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Broxtowe Children's Centre in the area of Broxstowe, Nottingham and is one of four settings run by Lily and Company Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play area, which is linked directly to each room where children are cared for.

The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one is unqualified and two hold Early Years Professional Status. The nursery opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am and from 12noon until 3pm. Children attend for a variety of sessions. There are currently 58 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.

What the setting needs to do to improve further

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

- review the way resources are used to continue enhancing children's learning and independence skills, for example, by making water more accessible during activities, such as watering the plants
- enhance children's language and confidence skills by encouraging less confident children to participate more often during group conversations.

Inspection judgements

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

Children are making good progress given their starting points because practitioners have a good understanding of how children learn through play and implement effective teaching skills to enhance children's learning. The quality of teaching is good. Furthermore, children who require extra support are effectively enhanced in their learning, development and general welfare because of the effective skills of the practitioner team. Practitioners work closely with other professionals to maximise learning opportunities for children who require more intense monitoring. Given children's starting points they are making good

progress and gaining the key skills needed for their future learning.

Practitioners actively contribute to ensuring children are well motivated in their play and learning. Play is planned pertinent to individual children, their interests and age and stage of development. Children's starting points are gathered from parents and used as a baseline for practitioners to plan play for each child. Children's progress is tracked robustly by observing and assessing them in their play. Practitioners refer to and successfully implement the Statutory framework for the Early Years Foundation Stage into their practice. Each child has their own learning journal file, which is shared with parents to help them understand how well their child is progressing. Effective planning of play ensures all children's individual learning needs are quickly identified and activities are provided to consolidate, enhance and challenge children. Ideas and suggestions are shared with parents to continue their child's learning at home. For example, practitioners discuss with parents the rhyme, sign and letter of the week and support this in written sheets for the parents to take home and practise them with their child. They are familiar with the 'progress check at age two' and complete this when necessary. Practitioners value the input from teachers in also helping children enhance their skills in readiness for attending school. For example, practitioners use character props, which the school also uses while incorporating math and phonic time during more structured group activities to enhance further children's mathematical, language and concentration skills. This also helps children settle in their new surroundings because the teaching skills are familiar.

Children are enthusiastic and motivated in their play. They play in various ways according to their age and ability. Some children happily play alone alongside their friends while others play cooperatively during role-play activities. Children particularly enjoy outdoor play and explore the toys with eagerness. For example, children are keen to have a go blowing bubbles. They take it in turns to each have a blow and excitedly run around after the bubbles laughing and giggling as they pop them and children have fun. Children enhance their knowledge of the world because practitioners plan activities to help them learn about nature and living creatures. For example, children follow the cycle of caterpillars and now they have turned into butterflies are ready to be released. Children excitedly wait and then count each butterfly as it flies away. They carefully watch them and show consideration as one butterfly remains on the tree before that too flies away. Additionally, other children ride trikes with confidence and carefully manoeuvre them around objects while others explore with texture in the sand. Children particularly enjoy watering the plants. They use their large muscle skills to collect water from inside, filling up their watering cans and buckets with support from practitioners. They are engrossed in their play and show good levels of concentration and interest in the activity. However, although practitioners sensitively and carefully explain to children that they are unable to access the water anymore, children become upset as this interrupts the flow of their learning, independence skills and enjoyment.

The organisation of group time works well and children enjoy the range of activities that the practitioners implement successfully. Practitioners use open-ended question effectively to invite children to use their language for thinking skills, share ideas and enhance their already good communication skills. However, on odd occasions less confident children are provided with fewer opportunities to participate more during the group conversations to maximise their language and confidence skills. Children enjoy story time and participate

well. They point out familiar characters in the story as well as anticipate what will happen next. Effective teaching ensures children learn the letter of the week, 'e' to help them progress in their literacy and language skills. Younger children enjoy the 'song bag' activity. They enthusiastically take turns to explore inside the bag pulling out objects and then sing about them. For example, a red bus is pulled out and the children are gently reminded about a song about a bus to which they sing and carry out the actions relating to the song. Children freely express themselves while enhancing their language skills.

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

Children feel secure and safe to explore their environment and attachments between children and practitioners are strong. The key person system works very well to ensure children's all-round needs are met successfully. Practitioners place the importance of gathering detailed information about the child before they start at the nursery by effective communication and meetings with parents. The key person carefully plans play pertinent to individual children while acknowledging their interest, stage and level of development. As a result, children settle quickly and are happy. In order for children to have a seamless and smooth transition during their next stage in their learning, practitioners work sensitively with parents and other professionals. Key persons keep parents involved, for example, during children's moves between rooms and on to school by talking to them as the process unfolds. This helps children embrace their next challenges and new surroundings.

Practitioners' use the outdoor area well ensuring children are offered plenty of fresh air and exercise, which forms a daily part of their routine. There is direct access from each room to the enclosed and secure outside area. Children enhance their physical skills while learning about keeping healthy and fit. Practitioners create a welcoming, safe, clean and stimulating environment for children. Colourful displays of children's artwork, posters and photographs create a welcoming and stimulating environment, which helps all children have a sense of belonging. For example, children are encouraged to bring in photographs of themselves which are displayed on the wall as recognition of their attendance. Toys, resources and activities indoors and outdoors are attractively presented and appropriate for their age and ability. Children are confident and make independent choices in their play.

Practitioners promote children's learning about being healthy and keeping safe by involving children during daily experiences. For example, they talk to the children about the benefits of drinking milk at snack time because the milk is good for their bones and will make them strong. Furthermore, children gain awareness of keeping safe when milk is spilt on the floor and learn that this can cause their friends to slip and hurt themselves. Children are provided with a varied diet, which is healthy, well balanced and matched to their individual dietary needs as discussed and agreed with parents. For example, at snack time, children show good levels of independence and physical control as they serve themselves with grapes, pear, milk or water. Practitioners understand the importance of creating a relaxed and fun-filled time for children. There are clear routines in place which help children feel secure. Practitioners are good role models and fully promote an inclusive and respectful environment for all children. Children are treated with equal concern and

included in all activities because practitioners plan and organise time and resources effectively, both indoors and outdoors. Children's self-esteem is good and practitioners maximise opportunities to praise children on their smallest of achievements. Positive words, such as, 'good listening', 'well done' and 'fantastic' are used frequently. Overall, children's behaviour is good. All children sing the welcome song and practitioners ensure children who have English as an additional language are also included in the song because they sing parts of the song in the child's home language.

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

Children are safeguarded effectively. Practitioners have a secure knowledge of the possible signs and symptoms of abuse and procedures to take should they have any concerns regarding a child in their care. Furthermore, practitioners fully understand and adhere to the effective procedures should there be any allegations made against them. Regular training enables practitioners to keep up-to-date with current legal requirements, such as the use of a mobile phone or camera on the premises while working with children. Robust and comprehensive systems are in place for ensuring all practitioners working with children are suitable to do so. Practitioners ensure children are safe at all times while in their care. Detailed risk assessments are effectively undertaken to ensure all areas within the nursery are safe and secure including the outdoor play area. Adult-to-child ratios are maintained effectively, offering good levels of support to all children. Close monitoring of the main door to the nursery ensures that all visitors are checked for appropriate identification and children are unable to leave without adult supervision.

Leadership and management is effective. Managers are effective role models and value the varying individual skills of the practitioner team. Practitioners work well as a team and deploy themselves effectively. They ensure the range of children's learning and care needs are met successfully. As a result, children are settled, happy and supported well in their care, learning and development. The management team are well motivated and passionate about continuous improvement. Educational programmes are closely monitored. This ensures children are provided with a good range of varied and challenging activities and experiences in the indoor and outdoor environment. For example, planning of play is more sharply focused to children's individual needs and interests. As a result, given children's starting points they are making more rapid progress. A good quality workforce is maintained by robust monitoring of practitioners performance. Frequently held appraisals, supervision, room monitoring and team meetings enable senior managers to gather information regarding their practitioners' knowledge and skills. From this, clearly identified training is planned. This ensures all practitioners have a clear understanding and enhance their already good knowledge and implementation of the requirements the Early Years Foundation Stage.

The good self-evaluation process ensures that children benefit well. The management team value the input from practitioners, children and parents, as well as external agencies to make continuous improvement. For example, clear action plans are in place and implemented effectively. This is with regard to reviewing the way snack time is organised so that there is more of a choice for children to enhance and continue their independence

and decision making skills. Furthermore, new play plans have been introduced. The management team recognise this system is not fully embedded but it has significantly enhanced previous planning. They robustly track the new system by monitoring practitioners by spending time in the rooms overseeing and observing practitioners and children, checking records while referring to the early years outcomes guidance.

Partnerships with parents and others are good. Parents speak about how welcoming and supportive practitioners are and how information is exchanged helping them keep up to date with their child's learning and development. This also has an impact on how parents continue to enhance their child's learning at home. For example, practitioners share what the children have been doing at the session; information is discussed and recorded enabling parents to continue enhancing and complementing their child's learning at home. A good range of information is attractively displayed around the nursery, such as, play plans, daily routines, key person details, policies and procedures. Information is also displayed in various languages to ensure inclusion is effectively promoted, enabling all those with varying languages to be kept up-to-date with what is happening in the nursery. Practitioners work very closely with other agencies, such as the Social Care team to continue to enhance their already very successful ways of safeguarding children. Furthermore, practitioners seek out further support from other professionals to enhance children's communication skills. For example, by using signs and symbols effectively, practitioners support children who are less able, those who have English as an additional language or have special educational needs and/or disabilities to have a voice when choosing and participating in activities.

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	EY462432
Local authority	Nottingham City
Inspection number	912935
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	58
Name of provider	Lily & Co Limited
Date of previous inspection	not applicable
Telephone number	01159705152

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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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