

All Stars Child Care

Arc House, 1 Coal Hill Lane, Farsley, Pudsey, LS28 5NA

Inspection date

Previous inspection date

05/12/2013

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 happy, interested and eager to try new experiences. They are making good progress in their learning and are supported well by skilled staff.
- Children's behaviour is very good because the staff provide age-appropriate ways to support positive behaviour. As a result, children are confident and know what behaviour is expected of them.
- Positive and purposeful relationships are forged with parents that promote consistency of care, so that children's individual needs are met.
- Children are safe in the setting due to the robust approach taken by the team towards safeguarding. This means that all aspects of children's well-being are promoted well.

It is not yet outstanding because

- The new approach for assessing children's progress and achievements and ensuring purposeful planning has yet to be fully embedded. This means that learning experiences, although consistently good, are not as yet exceptionally matched to children's needs.
- There is scope to further improve relationships with local schools to aid children's transition when the time comes.

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 play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector looked at a selection of children's learning journals and progress tracking information, and carried out a joint observation with the manager.
- The inspector held a meeting with the manager and looked at and discussed a range of policies and procedures, including accident and medication records.
- The inspector checked evidence of all staff's suitability and qualifications, along with arrangements for self-evaluation and improvement.

Inspector

Amanda Forrest

Full report

Information about the setting

All Stars Child Care was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in Farsley, West Yorkshire, and includes two main playrooms, an outside play area and other facilities.

There are currently seven members of staff employed, all of whom hold recognised childcare qualifications. The manager holds a degree and Early Years Professional Status. The nursery operates Monday to Friday 7.30am to 6pm, all year round, excluding Bank Holidays. There are currently 36 children on roll in the early years age group. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance the already good provision by fully embedding the new approach for assessing children's progress and achievements, to ensure that planned activities constantly build on each child's development and inspire them to extend their knowledge and skills to the highest level

- develop further the relationships with local schools to support children's transition on to the next stage of learning, to develop continuity of care and learning.

Inspection judgements

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

This newly registered nursery has ensured that children are able to access a wide range of purposeful and exciting resources. A good selection of natural resources are provided that allow young children to learn through their senses and explore objects using their hands and mouths. Staff in the nursery create a welcoming and nurturing environment; as a result, children enjoy their time in the nursery and they are supported to make good progress towards the early learning goals. The staff are enthusiastic and motivated in the care and learning that they provide for the children; this encourages children to have fun, develop positive relationships and make progress. The children relate well to their playmates and the staff. Children confidently try the activities on offer. They enjoy free play as they move between the resources and activities with staff support to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know well. The key

person works with children in small groups, reading stories to them as they sit together on the floor. Children join in with pleasure as they make animal noises as part of the story and are asked to predict what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms.

Sand and water play are continuously available for all the children. Babies can access a sand tray that they are able to climb into and explore with their whole bodies and use the tools provided. This allows children to make marks and enjoy transferring sand from containers. For older children, staff introduce numbers and mathematical concepts, such as full, empty, more and number recognition, in their sand and water play. Staff encourage children to use numbers in all areas of play to extend their knowledge of quantity and build their understanding of adding and subtracting. For example, a member of staff asks a child to count six beakers for snack, giving the child only four and then asking, 'how many more do you need?'. Children are learning to recognise numbers and make comparisons between quantities, extending their knowledge of mathematics.

Activities that are provided are purposeful with good levels of challenge across all ages and areas of learning. Children enjoy exploring resources set out for them and demonstrate they are active learners. As a result, their independence is promoted. Their learning is extended through mini themes or interests each month, such as Autumn. These are shared with parents, who comment on their child's interests at home. This supports children fully and engages them to learn. Babies show that they are curious to explore their surroundings and demonstrate the characteristic of effective learning. For example, they enjoy taking part in a wide range of sensory play activities, such as exploring paint with their hands, and beam happily at attentive staff. Babies also enjoy the many opportunities given to try out their growing confidence in physical skills, such as standing and walking, and are supported through the use of low-level tables, cupboards and chairs.

Staff monitor closely the progress children make and plan for each child's next steps in their development. Staff are aware of children's starting points and capabilities through effective communication with parents, settling-in procedures and discussions between staff who work alongside the children. Children are making good progress. Staff at the nursery are developing an effective form of planning and observation system, although this has still to be fully embedded in order to fully complement and support the already good practice that the team undertake. This will ensure that the activities provide high levels of challenge, to enable children to make exceptional progress.

Files are shared with parents through discussion and parents' meetings. During these times, information about their child's progress and what can be done at home is shared. As a result, parents are involved in their child's learning. Due to the nursery recently opening, they have just begun to undertake the progress check for children at age two. Nevertheless, children who need extra assistance in their learning and development are well supported and early intervention is effective. Overall, children are well equipped with the confidence, knowledge and skills necessary for their future learning. Links have been made with the local school to prepare for transitions for some of the children. However, these need fully establishing to ensure that children have an enjoyable experience when they start school and that their progress is shared with the school.

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

Staff liaise very effectively with parents throughout their child's learning and their settling-in period at the nursery. Parents stay with their child during this time if they prefer. The key person system works effectively, as they are interested and they have the opportunity to discuss their key child's individual needs. Children show they feel safe and secure in this nursery where they are cared for by familiar adults. They develop warm bonds with the staff, who are good role models. Babies settle well as staff comfort them and ensure that their needs are sensitively met. This promotes young children's feelings of safety. Staff are calm and patient and demonstrate good manners to the children and to each other. Staff are well deployed and relate to the children appropriately, encouraging them to learn boundaries in their behaviour. The manager and policies that are in place provide the team with clear guidance regarding appropriate behaviour when working with young children. Children behave well and are proud of their creations, showing them off to the adults around them. This develops their self-esteem and builds on their sense of achievement. Transitions between rooms are carefully managed to ensure that children are ready to move and enjoy new experiences. Key persons stay with the child as they move around the new environment and ensure they are close by to offer support and monitor children's responses to their new environment. The manager is aware of the need to prepare for transitions to school to ensure as little disruption for each child as possible, and has made links with the local schools. Daily sheets keep parents well informed about their child's individual routines and the activities that they have enjoyed.

Mealtimes are a relaxed and sociable occasion. Children enjoy a healthy nutritious menu, which promotes their understanding of healthy eating in their life. Staff talk about the food and children discuss their favourite meals. Staff promote children's developing independence and self-care skills. For example, some babies confidently feed themselves when they are ready to do so. Older children help to set the table and serve their own food. Their different dietary needs are well catered for. Staff sit with the children during meals, which promotes a positive social experience. Children discuss what activities they enjoyed that morning and what they would like to do in the afternoon. For example, a child suggests that they bake, and the adult responds that nursery only has flour, salt and eggs, so the child suggests they make play dough. This ensures children's views are heard, that their wishes are met and that they can guide their own experiences.

Outdoor play is used effectively to promote children's physical skills as they run, climb and balance. This helps them to develop their coordination as well as enjoying fresh air and natural light. Children are willing to try to put on their coats and shoes, with staff standing nearby who support them if they need assistance. The caring and nurturing staff work proactively with parents and children to encourage potty and toilet training. This provides children with a confidence boost when they can manage their own toileting needs and is also an important aspect of preparing children for school.

Careful risk assessments and accident analysis help to promote a safe environment. Designated first aiders are always on site to ensure that children's welfare is paramount at all times. Children learn about safe behaviour. For example, they are reminded not to run

indoors or bump into people. Children learn how to evacuate the nursery in an emergency.

Parents are invited into the setting regularly and are encouraged to be involved in their child's well-being. Parents are invited to attend a Christmas session to help celebrate the occasion and allow children to build their own identity within the setting.

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

Leadership and management of the setting is good. The manager has a clear vision of how best to support children and families to improve the quality of care on offer, with the support of her very knowledgeable team. The manager places a strong focus on the children's learning and monitors their development very closely through regular contact within the rooms. This means that the manager has a thorough understanding of children's development and when intervention may be required to support children's learning.

Children are safeguarded very competently and cared for by staff who have been fully vetted to ensure their suitability. Staff are highly aware of their responsibilities in protecting the children within their care and have clear policies and procedures in place to support them. Staff are confident to address any concerns appropriately and promptly if required. The staff team are consistent in implementing health and safety arrangements. They complete regular risk assessments of the premises, toys and equipment to continually monitor and evaluate safety procedures. In addition, staff undertake daily visual checks, which include securing the outdoor area before children go out to play. Children's safety is further ensured because staff complete a monitoring sheet throughout the day, so staff know where children are playing. These good practices and procedures ensure that staff are effective in their ability to maintain children's health and safety.

Staff deployment is good. Within the morning routine, senior staff work between rooms to monitor children's arrival and settling-in. Staff-to-child ratios are maintained as staff are within sight and hearing of children at all times. This means all children are safe and their needs are being met according to their age and stage of development.

Staff demonstrate a secure knowledge of the Early Years Foundation Stage. They know how to captivate children's interests and are skilful in their delivery of activities. This leads to the provision of high quality care and education, which helps children make good progress in their learning and development. The team have recently reviewed and revised how they assess and plan children's progress to ensure that possible next steps in learning are more consistently monitored. This is in the process of becoming fully embedded.

Self-evaluation is informed through the views of staff, parents, children and the local authority. It clearly indicates the many aspects of the provision that the team are working on in order to continuously improve. The manager and the team are forward thinking and proactive in building the skills and confidence of all the staff team by having regular staff meetings, annual appraisals and supervisions. They are aware of the weaknesses in the practice and are actively encouraging staff to increase their qualifications and also attend

relevant short courses. Staff are all qualified to level 3 or above. Staff motivation and engagement with children is high.

Partnerships with parents and others are very strong. A wealth of good quality information is available in the entrance area and from staff. This includes daily diary sheets for the children in addition to face-to-face conversations, which promotes good quality two-way communication. Notice boards are attractive, informative and well maintained. Parents' views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Parents speak highly of the staff, including their commitment to their role and understanding of their child's development. This allows parents to feel confident in their child's progression and the high quality teaching.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466725
Local authority	Leeds
Inspection number	926573
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	36
Name of provider	All Stars Child Care Ltd
Date of previous inspection	not applicable
Telephone number	01132572140

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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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