

# Little Stars

Rutherford Appleton Laboratory, Chilton, Didcot, Oxfordshire, OX11 0QX

<b>Inspection date</b>	28/11/2013
Previous inspection date	01/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff are well organised and work effectively as a team. They promote children's safety well and support learning successfully.
- Staff make effective use of the observation, assessment and planning process. Overall, key persons know their children very well and plan effectively to promote their individual development.
- There is a very settled atmosphere in the nursery, which is successful in helping children to feel secure and relaxed.
- Staff have a kind and caring approach towards children and show sensitivity in meeting their individual welfare needs.

### It is not yet outstanding because

- Staff are not always fully confident in supporting children's home languages to complement their progress in English.
- Early literacy resources outdoors are not always inviting or presented well enough to encourage children to use them purposefully.

## 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 and routines in all age groups and outdoors.
- The inspector talked to the management team, staff, parents and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager in the pre-school room.
- The inspector took account of children's development records.
- The inspector checked evidence of suitability of staff and their qualifications.

## Inspector

Gill Little

## Full report

### Information about the setting

Little Stars Nursery is part of Bright Horizons Family Solutions Ltd and registered in 2009. It operates from the ground floor of specially adapted premises on the site of Rutherford Appleton Laboratory, Oxfordshire. All children share access to a secure enclosed outdoor play area. Priority for places is to employees of the site although other families can use the facility if places are available. The nursery is open each weekday from 7.30am to 6pm all year. The nursery is registered on the Early Years Register and is caring for 79 children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register although currently has no older children on roll. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is in receipt of funding for the provision of free early education for children ages two, three and four years. The nursery employs 22 staff, of whom 18 hold relevant qualifications. In addition, one member of staff is working towards a relevant degree.

### What the setting needs to do to improve further

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

- enhance consistency within the staff team of valuing children's home languages in order to support children's use of these alongside their acquisition of English
- improve the presentation of early literacy resources outdoors to encourage children to use them purposefully.

### Inspection judgements

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

Throughout the nursery, staff are diligent in assessing children's progress and planning for their individual needs. They collect important information about children's starting points in learning through discussions with parents and from observations. They assess children's development routinely, to check that children are on track for their ages, including completing relevant checks for two-year-olds. They identify children's next steps in learning and incorporate these into planned activities effectively. Staff are successful in identifying and supporting children with special educational needs and/or disabilities. They sensitively help families of such children to gain support from external agencies. Staff are effective in encouraging parents to be involved in their children's learning. They keep parents well informed of children's progress and encourage them to share observations of development at home. Overall, key persons know their children very well. Staff generally support children learning English as an additional language effectively so that they make

good progress in their language skills. However, some staff are less confident than others in promoting children's home languages alongside English.

The learning environment in all areas of the nursery and outside is well organised with a wide range of resources and activities for each age group. Staff take good account of children's interests when planning activities so that children are motivated and engaged in their learning. However, staff do not always present early literacy resources well in the garden to encourage children to use them purposefully.

Staff in the baby room provide a friendly and calm environment so that children feel confident to explore and to be inquisitive. They are sensitive to children who are not sure about joining in, encouraging them to engage in play activities. Staff provide a good range of equipment for children to develop their physical skills. As a result, children become increasingly confident in handling objects, walking independently and climbing. Staff provide a language rich environment as they continually narrate children's play, ask questions and make statements. Younger babies confidently make their own sounds as they play while older children are beginning to use simple sentences, showing good progress in their communication skills.

Children in the room for two-year-olds listen carefully to stories and join in with songs, demonstrating that they know some of the words and actions. Staff often engage them well in discussion. As a result, children's language skills are progressing effectively with some children able to speak confidently in sentences and to use a growing range of vocabulary. Children develop good physical skills to help them become independent as they serve their own food at lunchtime and pour their own drinks. Staff support children well to improve their concentration skills so that they become increasingly focused on the activities on offer.

Children in the pre-school successfully develop a range of skills in preparation for moving up to school. Staff support them to experiment with making marks, such as writing Christmas cards, and to learn about sounds and letters. Staff encourage children to count during everyday experiences and they introduce a range of mathematical language and concepts. Staff sensitively plan 'school days' when children gather for registration, bring a packed lunch and enjoy a physical education session. These experiences help them to become familiar with the routines they will encounter at school, supporting them well to be emotionally ready for this change. Staff plan interesting and relevant activities to encourage children's creative skills and to help them learn about the world around them. Children learn about using tickets, passports and security control in their 'airport'. This exciting imaginative play encourages them to communicate effectively to recreate roles and experiences.

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

Staff create a welcoming, settled and calm environment throughout the nursery. They have a kind and sensitive approach towards children, which helps children to feel safe and secure. The nursery has recently reorganised the baby room from two smaller rooms,

providing a large space with higher numbers of staff and children in one area. The staff and management teams have managed this change well and the atmosphere remains settled. The layout of the room provides various areas within an open plan space with nappy changing and sleeping facilities easily visible. Baby room staff work effectively as a team to supervise and support children to help keep them safe. Key persons spend time playing with their key children and are responsible for their personal care, such as changing nappies and settling them to sleep. As a result, babies develop strong emotional attachments with their key person. They show confidence around other adults and are familiar with routines. Key persons consistently maintain daily records for parents about babies' welfare routines, such as how much they have had to eat or drink. Children throughout the nursery enjoy healthy and nutritious food. Babies settle well at breakfast time with good support from staff to enjoy their cereal and milk. Staff help children in the room for two-year-olds to learn about good manners at lunchtime, encouraging them to share food around the table and to say thank you. Behaviour throughout the nursery is good as children play well together and respond effectively to staff.

Children in all age groups enjoy outdoor play on a daily basis. Staff regularly take babies into the garden and older children are able to freely access the garden from their rooms. Pre-school children show increasing confidence in their physical development as they slide down a hill on wheeled boards. They learn how to do this safely with staff close by, supervising them well. Pre-school children also enjoy Forest School visits every week, which provides them with further opportunities to enjoy fresh air, exercise and to learn about the world around them.

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

The management team demonstrates a clear understanding of its responsibility to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. There is a high regard to safety in the nursery. Risk assessments are comprehensive and staff review procedures regularly. The nursery carefully monitors accidents, such as concluding that the new layout of the baby room has not had a negative impact on children's safety. All staff routinely undertake safeguarding training and regularly discuss safeguarding procedures during staff meetings. The manager is clear about procedures to follow if staff have concerns about children. The nursery has rigorous procedures in place to assess the suitability of staff, including obtaining appropriate background checks before staff start work. Comprehensive induction procedures support new staff to become familiar with their roles and responsibilities. Ongoing training, regular supervision meetings and annual appraisals encourage all staff to enhance their professional development. Recent training focusing on the observation, assessment and planning process is helping staff to focus more effectively on the quality of activities and to be more creative. This is having a positive impact on children's learning. There are high numbers of qualified staff throughout the nursery and staff to child ratios are maintained consistently. As a result, children are well supported and well cared for.

The management team effectively monitors the delivery of the educational programmes.

The nursery now uses a computer system to track children's individual progress and to compare the progress of different groups, such as boys and girls. The management team uses this information to provide additional support for particular groups or individuals as necessary. Senior staff regularly monitor children's development records to promote consistency and effective practice among the staff team. Regular meetings help staff to focus on providing good-quality activities.

The nursery encourages contributions from staff, parents and children to inform the self-evaluation process. Parents are able to regularly contribute their views through surveys, a parent forum and ongoing discussions. The nursery uses this information to identify areas of strength and aspects of practice to improve. There are plans in place to develop the learning environment in the garden and staff are seeking the views of children to inform this process.

The nursery works well with external agencies to support individual children as necessary. It is proactive in developing partnerships with other early years settings that children attend, such as sending information about children's interests and achievements to promote consistency.

### **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

<b>Unique reference number</b>	EY394125
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	940912
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	63
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	01/03/2010
<b>Telephone number</b>	01235 446828

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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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