

# Little Stars

30a Church road, Harrington, Workington, CUMBRIA, CA14 5PT

<b>Inspection date</b>	23/01/2014
Previous inspection date	26/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision requires improvement

- Teaching and learning is effective because staff are suitably trained and understand how children learn through play. Consequently, children make suitable progress.
- Staff establish secure attachments with children and positive relationships with their parents and carers. This helps children and families develop a sense of belonging and feelings of mutual trust and support.
- Staff are supported well through effective performance management. Children benefit because staff are inspired and motivated in their practice.

### It is not yet good because

- Children are not totally safe from hazards in the environment. This is because they can sometimes access areas that are unsuitable and unsafe.
- Children's safety is compromised because some policies and procedures are not always adhered to and in need of urgent review. This is in regard to medicines.
- There is room to enhance the initial assessment and information collected from parents about children's learning and development when children first start at the setting.
- Play opportunities in the outdoor area do not always fully match children's needs and interests. The lack of space reduces children's freedom of expression and larger scale activity play.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all areas, and spoke with children, as they played throughout the day.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from information including in parental questionnaires.
- The inspector held meetings with the manager, staff and directors, taking their views into account.
- The inspector viewed a wide range of documents including relevant policies and procedures, risk assessments and children's files.

## Inspector

Janice Caryl

## Full report

### Information about the setting

Little Stars Nursery was registered in 2007 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in premises in the Harrington area of Workington, and is managed by a board of directors. The nursery serves the local area and is accessible to all children. It operates from one main room divided into areas and there is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and 4. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports 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 that children do not have access to areas that are unsafe, such as the kitchen or staff toilet. For example, by installing self-closing doors or safety gates
- ensure policies and procedures are reviewed and adhered to at all times, particularly in relation to medicines.

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

- improve the outdoor play opportunities for children so that they have more space and resources available that match their individual needs and interests
- enhance the information already gathered from parents when children first start. For example, by collating in greater detail aspects of learning and development, so that planning for children's individual needs is maximized.

## Inspection judgements

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

The staff's knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage is generally good. This contributes to children's learning

so that they make satisfactory progress. Information gathered from parents when children first start, helps key persons become more familiar with children. They provide information on care needs and children's likes and dislikes. This helps to plan activities that are targeted to match children's preferences. However, there is scope to develop the 'all about me' booklet to provide more information about how children are developing. Staff observations on children are generally good. They are completed routinely and help to inform the daily planning. The environment is well-resourced, bright and stimulating. As a result, children are enticed and follow their interests. For example, children thoroughly enjoy the water. They take delight in splashing, squirting bottles and using tubes to fill and empty containers in the water play. Furthermore, they learn and develop a number of skills, such as, physical, mathematical and gain an understanding of how things work. Staff assessments are sufficiently effective, particularly when supporting children with special educational needs and/or disabilities. Staff complete the progress check at age two and these are shared appropriately with parents and carers. Consequently, any gaps in children's learning are identified early and appropriate intervention sought, as necessary.

Staff interactions with children effectively promote learning. Questions to children help them think and explore options. Staff talk with children as they play, promoting speaking and listening skills. They chat and work out problems together, such as how to get the trigger to work on the bottle so that it will squirt. Children listen, respond and learn through trial and error. As a result, they develop an understanding of the world while learning new descriptive vocabulary. Babies and younger children are supported effectively as staff provide appropriate sensory activities. They enjoy experimenting with the sounds that the musical instruments make. Staff model different movements, encouraging babies and young children to imitate the action and explore the objects. Consequently, children's sensory development is fostered, such as, their hearing, sight and touch. Children explore the outdoors on a daily basis. They enjoy playing in the open shed and the sit and ride vehicles. Staff promote language and a sense of wonder as they watch the hail stones and talk about the weather. However, opportunities outdoors are limited because of a lack of space, and children's interests are not wholly taken into consideration. Consequently, learning opportunities are somewhat reduced. Nonetheless, children benefit from a range of exercise opportunities inside. They enjoy, jumping in and out the imaginary pool. Staff encourage them to work together as they hold onto a connected ribbon, jumping and squatting, moving one way and then the other. They take great delight in waving the parachute up and down and running underneath it as it is in the air. They laugh and squeal, developing their physical skills and an understanding of mathematical concepts in fun and imaginative ways. Children are supported well in their personal, social and emotional development. The learning environment encourages children to play and learn together, helping children learn the necessary skills in preparation for nursery and school.

Parents are welcomed into the setting, which holds a range of material to keep them informed and involved. For example, parents are invited to share learning at home by borrowing resources and books that are freely available. Staff complete a home to setting diary, which gives parents information about their child's day and activities they have taken part in. Consequently, there is continuity between the home and the setting. Information about children's progress is shared verbally on a daily basis by key persons and children's files are available for parents to view at any time. As a result, they feel fully informed, involved and confident in aspects of their children's learning.

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

Children's emotional well-being is appropriately fostered through key persons who are familiar with children's care needs. Relationships are established between staff and families, which help to foster trust and respect. The environment indoors supports children in gaining confidence in their exploration. They acquire a sense of personal safety as they move between the areas, mixing with each other. Staff are vigilant as they observe children playing. They give reminders, when necessary, to be careful, such as, when younger children open the gates. However, children's safety is occasionally compromised because the kitchen and staffroom door are sometimes left open. That said the vigilance of staff means that the risk to children is minimised.

Staff promote positive behaviour with children as they praise and encourage them. Children demonstrate their understanding of the routine before snack. They say, when asked, that they need to 'wash their hands', demonstrating an understanding of personal hygiene practice. Staff promote healthy eating by offering varied nutritional and fulfilling snacks. Posters on display help to reinforce the message and parents are provided with information to help them pack a healthy lunch. This shared understanding helps children and families adopt healthy lifestyles. Staff promote independence skills as children collect their own plates and cups and find a place to sit. They give children responsibilities for serving the food to each other, helping them to feel valued and respected while gaining a sense of belonging. Staff promote a healthy attitude towards exercise and the benefits of fresh air. They talk with children about the cold weather and the need to run around as they get ready to go outside. They plan physical activities for indoors, further promoting the benefits of keeping active.

Staff help children move on to other settings by establishing good links. As a result, children are sufficiently and emotionally prepared for their transitions. They take and collect children from nurseries and school, helping children become familiar with the routine and environment. The effective communication links mean that information is shared appropriately so that children's emerging needs are considered.

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

The setting requires improvement because there are some breaches in the safeguarding and welfare requirements. Overall, the manager and staff have an adequate understanding of how to keep children safe. Risk assessments identify areas that may be hazardous and how risks are minimized. However, on occasions during the inspection, the procedures are not fully adhered to, for example, doors being left open so children have access to unsafe places. Consequently, children are sometimes put at risk. In addition, the procedure on medication is generally adhered to. However, the procedure is in need of review to ensure that parents inform staff in a timely way that their child requires medication. Staff are suitably recruited and students are effectively supervised. All staff, students and directors of the setting are suitably vetted through the Disclosure and Barring Service check. This helps to keep children safe from harm or abuse. Staff and

students demonstrate their awareness of what to do should they have concern about a child's welfare, further helping to protect children. The managers ensure that training is completed and new training opportunities are sourced. This helps to keep staff up-to-date with current initiatives. Staff appraisals and regular supervision opportunities help to maintain standards. Observations on staff help to improve the quality of teaching, thus enhancing children's learning. Furthermore, children benefit because staff remain motivated and enthusiastic.

The manager suitably monitors the planning and assessments of children. She ensures staff receive training that meets their own needs and those of the children. Consequently, children are supported in making suitable progress, in particular, children with special educational needs and/or disabilities. Links with other agencies, such as, the local authority team of advisors and other health professionals mean that plans for those children are effectively implemented and embedded. This helps to reduce any gaps in their learning.

The directors and manager continually aspire to improve the provision. Staff, parents and children are consulted regularly to help improve the practice and operational management. A number of improvements have been made since the last inspection, for example, making the environment for children more open and freely accessible. Consequently, younger children are able to mix with older ones, in a safe and manageable way. Further priorities for improvement are identified with actions noted, helping to maintain and improve standards. Questionnaires and feedback from parents and carers is positive, with any issues promptly addressed as necessary. The manager invites parents to visit, view children's files and talk to staff through 'pop-in-parent' sessions. This welcoming session entices parents to discuss their children's progress and development in a friendly, informal way.

### **The Childcare Register**

The requirements for the compulsory 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>	EY362567
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	857670
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Little Stars (Workington) Limited
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	01946 834439

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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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