

Mini Stars Childcare LTD

UK Centre for Carnival Arts, 3 St. Marys Road, LUTON, LU1 3JA

Inspection date

19/11/2013

Previous inspection date

14/04/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- A number of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are not met. Arrangements for reporting child protection concerns, informing Ofsted and undertaking staff checking processes are poor. Therefore, children's safety and well-being is not adequately promoted.
- The inappropriate practice of some staff does not support all children's well-being and welfare. Some staff mishandle children and do not help them to understand how to behave well; this poses a risk to children.
- Some staff have insufficient understanding of English, accompanied with poor knowledge about how to keep children safe. This compromises children's welfare.
- Senior staff do not implement effective supervision of staff to ensure that under performance is addressed swiftly.
- Inconsistent practice amongst the staff team means that children do not always experience good quality teaching. Some staff demonstrate a poor understanding about how children learn and develop and do not allow them to make choices about their play.

It has the following strengths

- Staff plan activities which follow children's interests and which incorporate parents observations from home.

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 in all rooms where children play and in the garden area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and staff information.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.

Inspector

Hayley Marshall

Full report

Information about the setting

Mini Stars Childcare Ltd was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained unit within the UK Centre for Carnival Arts building in Luton, Bedfordshire. The nursery is managed by a private limited company. There are two enclosed garden areas for outdoor play. The nursery serves the local area and is accessible to all children. It is in receipt of free early education funding for the provision of two-three and four-year-olds.

The nursery employs nine members of childcare staff. Of these, the manager and director have Early Years Professional Status and six further staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round apart from one week at Christmas and summer. Sessions are from 8am until 6pm. Children attend for a variety of sessions and can attend part-time. There are currently 32 children attending who are within the early years age group. The nursery supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice with a completion date of 28 January 2014 requiring the provider to:

ensure staff follow behaviour management procedures to positively support children at all times.

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain a Disclosure and Barring Service check for all staff who work directly with children to confirm their suitability
- provide training for all staff to ensure they understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training must enable staff to identify signs of possible abuse and neglect at the earliest opportunity
- ensure that staff promote the well-being of children by having sufficient understanding and use of English to communicate effectively how to safeguard children
- ensure that policies and procedures for dealing with allegations against staff are consistently followed
- implement rigorous supervision of all staff and take action to address underperformance by; a)ensuring that all staff know how to engage in positive and supportive interactions with children b)ensuring that all staff deliver quality teaching to children c)developing staff's understanding about how children learn to ensure they are able to make choices about their play.

Inspection judgements

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

Some staff's inappropriate handling of children significantly impacts on their ability to learn effectively. Some staff do not appreciate the value of the play and learning activities children decide to organise for themselves and disrupt their ideas. When children protest, they give them no choice over what they do and take them firmly by the wrist to the adult-led activity. This means children are unable to make free choices and this affects

their emotional well-being and their disposition to learn. As a result, children do not make the best progress and so are not well prepared for their future learning.

Some staff understand about how to support children's learning and provide activities which interest them. However, this is not consistent amongst all staff. Consequently, children do not experience sufficient challenge at times and do not readily engage with activities. At times, staff engage children in conversation and support their developing language through asking questions. Children sing songs with staff and begin to broaden their vocabulary. When children need extra support with communicating, staff use picture cards and seek further support for them. They develop individual learning plans for children and spend time working with them to focus upon their targets. This generally helps children to make some progress in the learning and development, although, because teaching varies in quality, staff do not always match activities to children's needs. Young children play with activities that support their physical development. They climb and move around the room as they develop their confidence in walking. Older children play outdoors. Children practise early writing and play with materials which encourage them to squeeze and develop strength in their fingers.

Some aspects of practice are fairly sound. Staff encourage parents to share children's achievements through 'wow' observations and planning includes children's ideas and parents suggestions about what interest's children. The staff develop their planning and evaluate its effectiveness. This means that children follow learning which is usually based upon their individual learning needs and ideas. For example, when children show an interest in counting money, staff take them on a trip to the local bank. This helps to bring this aspect of planning to life. Staff observe children and track their progress in learning. However, not all staff enhance children's learning and they make progress, in spite of the sporadic and sometimes ineffective teaching they receive.

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

Poor practice and ineffective safeguarding procedures have a significant impact on children's overall safety and well-being. Those in charge do not act swiftly enough when child protection concerns arise, to make sure that children are always safe and they have not checked that all staff are suitable to work with children and understand and can carry out appropriate safeguarding practice. In addition, some staff do not always promote children's self-esteem and confidence because their practice is inappropriate as they mishandle children. Children are unable to learn about how to behave well because staff do not consistently follow behaviour management procedures. This leads to them holding children by the wrist to make them pick up things that they have thrown, rather than asking them to do so. As a result, children's behaviour is disorderly at times and their well-being is compromised. Children do not always behave in ways that are safe, as they climb on furniture and throw toys.

Children separate from their parents confidently, although, it sometimes takes them time to settle when they first arrive and this sometimes impacts on their behaviour. Each child has a key person who discusses their progress with parents and provides children with comfort when they become upset. Staff gather information about children's home routines

and items they use for comfort. This helps children to experience some consistency in their care. Children are friendly with new people and crave their attention. They talk about things they like and what interests them. Staff provide familiar routines for children which allows them to rest and sleep. Staff are aware of the impact of children being tired and encourage periods of rest throughout the day. When children return from playing outside they have quiet time with staff, this helps them to calm down for lunch time and sleep for some. Children are beginning to become independent as staff encourage them to find their own outdoor clothes and allow them to attempt to put clothes on for themselves before helping.

Children eat a healthy and balanced range of foods for lunch and dinner. They sit together with staff at lunch time and choose what they want to eat. This helps them to begin to develop some understanding about healthy choices. Children play outside frequently during the day in all weathers. This helps them to learn about exercise as part of their normal routine. Staff ensure that the environment is hygienic by wiping over tables and supporting children to wash their hands.

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

Leadership and management is inadequate because safeguarding arrangements are poor and there is ineffective monitoring of staff practice. As a result, there are several breaches to statutory requirements, which have a significant impact on children's safety and well-being. This inspection was brought forward following a concern about the way staff manage children's behaviour and interact with children. The inspection found that, although, the nursery carried out its own investigation into the concern and found that staff had held children by the wrist, appropriate steps were not taken to follow correct reporting procedures or to ensure staff use positive methods to manage children's behaviour. The practice of some staff is poor and impacts upon children's well-being. Senior staff do not consistently follow their own procedures for safeguarding, in relation to dealing with allegations against staff. When such an incident occurs, they fail to report these allegations to Ofsted, as they are legally required to do. In addition, they failed to inform Ofsted when there is a change to the nursery's manager. This failure to inform Ofsted is an offence under the legal requirements of the Statutory framework for the Early Years Register and also a breach of requirements for both parts of the Childcare Register. Some staff do not have sufficient understanding or use of English to communicate their understanding of how they protect children in their care. They demonstrate a weak understanding of the signs and symptoms which might cause them concern about children's welfare. Induction at the nursery is inadequate. This is because the senior staff do not carry out required checks to confirm that those who work with children are suitable to do so. This demonstrates that those in charge have a disregard for the measures which are in place to keep children safe and, as a result, children's safety cannot be assured.

Staff do monitor the programme for learning. They review the plans they put into place and review children's progress. Staff share children's development with parents frequently and they engage in a two-way flow of information. Staff complete the progress check at age two for relevant children as part of their assessments. However, monitoring of the

effectiveness of teaching is weak. Although there is a programme of supervision for staff, this does not readily identify those who underperform. There are insufficient plans in place for tackling unsatisfactory interactions with children and action is not quick enough to remedy the situation. As a result, the overall quality of care children receive is poor. The staff have some plans for improvement and review some aspects of care. However, children do not fully experience the benefit of this. Senior staff are well qualified and have some knowledge about raising standards but have not put these into effect.

The nursery works in partnership with other agencies and professionals that support children, such as local authority development workers and inclusion officers. The input of these agencies helps staff to focus upon how to provide extra support for children. The staff are aware of the benefit of working with the local children's centre and sometimes work with them to access training opportunities for staff. However, this has yet to have an impact upon the practice of all staff. They have an awareness of the importance of working with other providers where children attend should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving care are kept safe from harm (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- use effective systems to ensure that any person caring for children is suitable to work with children by obtaining a Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- inform Ofsted of a change of manager of childcare within 14 days (compulsory part of the Childcare Register)
- inform Ofsted of any allegations of serious harm to, or abuse of a child committed by any person looking after children (compulsory part of the Childcare Register)
- ensure that children receiving care are kept safe from harm (voluntary part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the

protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)

- use effective systems to ensure that any person caring for children is suitable to work with children by obtaining a Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- inform Ofsted of a change of manager of childcare within 14 days (voluntary part of the Childcare Register)
- inform Ofsted of any allegations of serious harm to, or abuse of a child committed by any person looking after children. (voluntary part of the Childcare Register)

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	EY396927
Local authority	Luton
Inspection number	943147
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	32
Name of provider	Mini Stars Childcare Limited
Date of previous inspection	14/04/2010
Telephone number	01582 437 121

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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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