

Little Starz Childcare Ltd

Groby Village Halle, Leicester Road, LEICESTER, LE6 0DQ

Inspection date

Previous inspection date

03/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

- The provider and manager's understanding of the Early Years Foundation Stage is poor and as a result, there are breaches of legal requirements that compromise children's safety and learning. These include; security of the outdoor area, records not being available for inspection and not gaining permission from Ofsted to store information off the premises.
- Deployment of staff and supervision of children is not always effective. This results in periods of time throughout the day where staff do not consistently interact, support and engage children in purposeful play experiences.
- Some staff display a poor understanding of how to promote children's learning and development. Consequently, the quality of teaching and learning is inconsistent and sometimes weak.
- Children's behaviour is not consistently managed. As a result, some children are not actively engaged in activities, which leads to children's safety being compromised and children not learning about controlling their behaviour.
- Monitoring of staff practice is in its early stages and has not identified that teaching methods do not always challenge each child enough to make the most of activities provided, so that they can make good progress.

It has the following strengths

- Partnerships with parents is strong and staff work well with external agencies.

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.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.

Inspector

Dawn Larkin

Full report

Information about the setting

Little Starz Childcare Ltd was registered in 2013 on the Early Years Register. It operates from Groby Village Hall in Groby, Leicestershire. The pre-school serves the local area and is accessible to all children. There is an area available for outdoor play. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or level 3 and one member of staff also holds a qualification at level 4. The pre-school opens term time only. Sessions are from 8am to 3pm on Monday, Wednesday and Friday and 8am to 1pm Tuesday and Thursday. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The pre-school provides funded early education for two-, three-and four-year-old children.

What the setting needs to do to improve further

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

- improve the security of the outdoor area so that children are given an enclosed area to play that is safe and secure
- ensure all records are easily accessible and available for inspection with reference to children's records and gain agreement from Ofsted to store records securely off the premises
- improve deployment of staff so that children are effectively supervised at all times, to fully ensure each child is effectively supported and actively engaged in purposeful play experiences
- improve the quality of teaching by ensuring staff have secure skills to interact, play and fully engage with the children. For example by asking open questions to extend children's learning and record next steps that are specific and used to inform planning
- ensure that behaviour management procedures are implemented consistently and effectively by all staff, to enable all children to learn how to play together appropriately and safely
- review the delivery of large group activities to ensure that they take into consideration the length and content to support each children's full engagement and participation
- increase the performance management and monitoring systems further to ensure the quality of teaching is monitored and the information is used to enhance staff's professional development and confidence

Inspection judgements

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

Staff obtain information from parents about what their child already knows and can do when they begin at pre-school. Regular observations and assessments of children's learning enables staff to identify children's interests and next steps in their learning. However, the next steps identified are often quite vague and do not take into account the specific needs of each child. Planning tends to take account of children's interests but does not take into account the skills children have already acquired. As a result, activities do not challenge all children and they are not making good progress towards the early learning

goals. This also means they are not adequately prepared for the next stage in their learning and the move to school. Parents are kept informed about their child's progress through regular progress summaries and parents' evenings. Staff give some parents suitable ideas of how they can support their children's learning at home.

During a junk box modelling activity, children benefit from the staff's teaching of communication and language. Staff get down to children's eye level so they can encourage eye contact and the children can see how words are said. They also repeat words back to children so they are learning how to pronounce them correctly. Staff ask children open ended questions to support their thinking for example, 'is that enough pasta, what do you think?' 'have a shake and decide if you need more?' However, this teaching is not consistent throughout the pre-school. Group activities are not suitably organised to meet the needs of all the children. For example, during story time the whole of pre-school sit together. Staff do not take into account that there are a range of abilities within this group that require different levels of support. Younger children soon become disengaged because the pictures are not close enough for them to study and older children are not extended in their learning. Due to some children losing interest and motivation in the story some begin to talk to each other and this disturbs the learning for the other children.

Children enjoy playing in the role play area pretending to be doctors and some children enjoy making dens. However, these activities merely occupy children and do not challenge them sufficiently in their learning. This is because staff do not on the whole engage in children's play and ask them open ended questions to extend their learning. There are periods of time when an adult does not engage with groups of children and this does not support their self esteem or extend their learning. Consequently, this leads to some children not being actively engaged in activities. For example, groups of children run around the hall but without a purpose and this often results in accidents.

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

There is a key person system in place at the pre-school. Each child is assigned a key person and parents have good relationships with them. However, the key person system is not well embedded because the quality of staff knowledge, understanding and practice is not consistently good across the entire pre-school. Staff communicate well with each other during the day to generally ensure that there is safe supervision of the children when taking them to the toilet and outdoors. However, the supervision of the children inside is not adequate because staff do not notice children who require support in their play or when using scissors. Staff are not suitably deployed around the room to be actively involved in children's play and support their individual needs. For example, when children are struggling to dress dolls they attempt a number of different clothes but then give up because there is no adult present to aid their learning. This does not promote children's sense of well-being or self-esteem.

Children's health and safety awareness is promoted in some areas. For instance, children are learning suitable hygiene routines and know they must wash their hands after using the toilet and before eating. All children participate in regular fire drills, which supports

their growing awareness of how to keep themselves safe. However, the provider has breached some welfare and safeguarding requirements, so children's sense of security is false. Although the provider has put some measures in place, the perimeter outdoor play area is not sufficiently secure. As a result, children are not fully safeguarded. Children are energetic and physically active within the pre-school. However, their understanding of personal safety is not effectively promoted as staff do not make children aware of being safe and why. For example, young children walk around and sometimes run with scissors and staff do not explain to children so they understand about the dangers. In addition, toys are left on the floor, creating a tripping hazard, which staff do not adequately monitor. Although staff have a suitable policy and procedures for dealing with behaviour issues, they are not always implemented effectively. For instance, children are allowed to run around the hall and often fall over and are not actively engaged in activities. Staff do not always intervene effectively to stop this or make their expectations for behaviour clear and, as a result, not all children are learning how to control their behaviour appropriately. Children are not always effectively supported to play cooperatively together. For example when children are not sharing paint pots there is not a member of staff present to model sharing or intervene. This does not promote children's sense of well being or understanding of sharing and turn taking.

Children are encouraged to develop their independence skills because they select resources to support their play. All children are encouraged to feed themselves at mealtimes and staff support this effectively. The pre-school promotes a healthy lifestyle because children have the opportunity for regular access to exercise and outdoor play along with healthy meals and snacks. Staff support children's understanding about healthy eating because they talk to them about healthy choices. In addition, staff encourage parents to send in healthy food in their children's lunch boxes. The move to school is managed through a good partnership with the local schools. Teachers visit children in the pre-school to get to know their individual needs and children make visits to their new school. To aid the move to school staff have made photo books and displays of the children's new school. This enables children to become familiar with their new surroundings and supports children to be emotionally ready for school.

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

The leadership and management of the pre-school is inadequate. The provider and manager do not demonstrate a sufficient understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This has a direct impact on children's safety and well-being. For example, staff do not adequately supervise children to make sure that they are safe at all times while attending the pre-school. There are safety issues for children using the outdoor area because it is not fully secure or enclosed. Staff are not effectively deployed to support children's learning and safety. The provider has failed to gain permission from Ofsted before storing records off the premises and not all records are easily accessible and available for inspection. For example, some children's records were not available during the inspection. These are breaches of the welfare requirements of the Early Years Foundation Stage and this practice does not fully protect children. The provider and manager have appropriate systems in place to ensure those working with

children are suitable to do so. For example, they gain references and complete Disclosure and Barring Service checks on all staff. Staff demonstrate a clear understanding of the signs and symptoms of abuse and can describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Staff hold current paediatric first aid certificates and suitable qualifications to work with young children.

Staff receive appropriate induction training to help them understand their roles and responsibilities. Observations and appraisals of staff are in place. However, these systems are ineffective because they fail to identify and address inconsistent practice and training needs. Insufficient focus is placed on the staffs' professional development and improving outcomes for children. Consequently, some staff lack the appropriate skills and confidence to support their practice. This results in the delivery of inadequate educational programmes, which fail to meet the needs of children attending.

The pre-school shares information with parents, including newsletters, notices, policies and procedures to keep them informed. Parents are very complimentary about the pre-school. Comments include, children are happy and staff are friendly and helpful. There is a good partnership with other local settings to ensure children's needs are met when the care is shared.

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	EY469403
Local authority	Leicestershire
Inspection number	935712
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	56
Name of provider	Little Starz Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07446132268

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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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