

# Little Stars Nursery

2a Devonshire Road, GRAVESEND, Kent, DA12 5AA

<b>Inspection date</b>	27/03/2014
Previous inspection date	10/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children benefit from a welcoming setting. Babies especially settle in quickly because they have warm and friendly relationships with staff.
- Children take part in a range of suitable and enjoyable activities and experiences both inside and out that are planned by the staff team.
- Children's learning is supported by having a wide variety of resources for them to choose from which the staff use appropriately to promote learning.
- Staff have positive relationships with parents and keep them informed about their children's progress.

### It is not yet good because

- Staff do not make the most of opportunities to encourage children's self-care and independence so they are well prepared for school.
- Staff do not make the most of opportunities to extend the children's language and thinking skills.
- Staff do not succeed in engaging all parents in supporting their child's learning and development at 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 spoke the owner/manager, staff and children.
- The inspector observed children's play both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, risk assessments and some children's records of achievement.
- The inspector talked to some parents and read other parental comments to obtain their views.

## Inspector

Karen Callaghan

## Full report

### Information about the setting

Little Stars Nursery was registered in 2006. It is privately owned and managed. Registration is for the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. There are currently 34 children on roll, of whom 30 are in the early years age range. The nursery operates from four rooms in a house in Gravesend, Kent. The nursery is open each weekday from 7am to 7pm for 50 weeks of the year. All children share access to an enclosed outdoor play area. The nursery employs seven staff. The manager holds a National Vocational Qualification at level 4. Three other staff have relevant qualifications. Two apprentices are currently working towards a qualification. The nursery receives funding for two-, three- and four-year-olds.

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

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

- improve the quality of teaching by helping staff gain effective questioning skills, so that they extend children's language further and encourage children to think more frequently.

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

- teach children take on more small responsibilities, such as at meal times and develop their ability to care for themselves, such as by providing more opportunities for children to dress and undress themselves
- develop partnerships with parents to engage all in their children's learning and development at home.

## Inspection judgements

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

Staff welcome all children into the nursery. They give parents a comprehensive registration form to fill in after the first visit to the nursery which enables staff to gather information about children's needs and routines. This works well for the registration of babies who are supported from the start. Staff make regular observations of children's achievements and use these appropriately to plan activities that build on the children's interests. Extra support is given to those children who have additional needs. As a result most children make good progress from their starting points and in their learning overall.

Staff talk to the parents and give them feedback every day when possible and send home diaries to ensure they share information about their children with them. They send home regular newsletters to keep parents up to date and invite them into meetings to inform them of their child's progress. These two-way communications help staff know and meet children's needs. They collect the parents' views in writing after these sessions in order to evaluate their responses and endeavour to form a secure partnership. Records show that most children make suitable progress from their starting points.

Staff plan and provide a wide and varied range of activities for children based on their interests and needs. They sing songs and rhymes with the children from when they first start which supports their early language and communication skills. Staff teach older children to learn to recognise letters and numbers and provide opportunities for them to write and practise these skills throughout the day. Staff provide a well planned and comfy book corner that provides children with opportunities to share books with their friends. Staff are on hand to read to children too. These activities and teaching help children to gain skills in readiness for their move to school.

Staff support children who speak English as an additional language appropriately by sharing dual language books. They read stories from a range of cultures, for instance a book about Caribbean foods. They display a map of the world with the children's photographs and incorporate the languages children speak at home. This helps children to feel valued and settled in the setting.

Staff teach children to count when they fill plastic bottles with pasta and dried peas while they make musical instruments. They introduce words such as 'soft' and 'hard' as the children have fun shaking their instruments and listening to the sounds they make. Opportunities are not always taken by staff to extend older children's language and thinking skills, however, and by asking more challenging questions.

Staff provide opportunities for children to find out about the world around them when they explore the outdoor environment. They take children out on trips to the local park and shops which extend children's experiences. Staff recognise the importance of children learning through 'having a go' and provide a range of media and materials for children to explore and experiment with. Children build sandcastles and fill up buckets, for example, and staff teach them new vocabulary of 'full' and 'empty' at the same time as children learn to control their hand muscles. All children from babies and toddlers have the chance to build on their physical skills by climbing and sliding on the outdoor resources and riding on trikes and bikes.

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

Babies settle quickly in the nursery and make close relationships with staff and each other. Staff are careful to follow young children's home routines when they start, which helps these youngest ones feel secure and supports their emotional and physical well-being. This approach gives these children the confidence to explore the resources provided so

they learn. The nursery is welcoming and staff make daily checks of the playrooms and outdoor area to ensure children can play safely.

Staff usually manage children's behaviour well by using appropriate strategies such as praising them when they are acting sensibly and reminding them of the nursery rules. These are displayed on the wall so all staff apply them consistently. Staff teach children to share and take turns and encourage them to be kind to each other. Most children are familiar with the routines and expectations of the staff and all behave appropriately. Established children play well together and sit quietly on the carpet at group time. Staff sit and support new children individually helping them to listen quietly.

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

The provider ensures the staff team meet the safeguarding and welfare requirements. The provider has effective systems for recruiting staff, making sure they are suitable to work with children and have relevant qualifications. Staff are encouraged to extend their knowledge of early years by attending a range of courses aimed to improve their practice. The manager has recently learnt to monitor staff performance appropriately through supervision and appraisal, and to take steps to address any issues arising. This process is aimed at improving the quality of teaching but has been implemented too recently for impact on children's progress to be seen. Nevertheless, it demonstrates a desire to drive improvement.

There is a comprehensive safeguarding policy and all staff have had appropriate training to identify children who may be at risk of harm. They know what the possible signs and symptoms are that would give cause for concern and know who to inform. Several staff hold first aid certificates and there is a suitable procedure to record accidents and inform parents, so that children are cared for appropriately when needed. Staff know what to do if they have concerns about a child or about a colleague's practice. All these systems and practices help keep children safe and in good health.

The management team shows a commitment to offering a good quality provision and improving outcomes for children. For instance, since the last inspection it has improved the systems for observation and assessment, so children's starting points are better established. Staff show a sufficient understanding of the learning and development requirement. The manager has been supported by advisors from the local authority to help the nursery provide better quality education and improving outcomes for children and has acted on advice given. This demonstrates a positive attitude to driving improvement too.

There are some systems in place to review and evaluate the quality and effectiveness of the provision, such as for activities and planning. There is not yet an efficient system to track any gaps in learning in order to quickly put in extra support. Staff ask parents for their views on some aspects of the service through annual questionnaires. They value the suggestions that come from these and a recent improvement has been the use of diaries

for the sharing of information with parents. However, the manager is still developing a more effective self-evaluation process that fully includes the views of staff as well as parents in order to ensure they quickly identify and address all areas for improvement.

Staff have good relationships with parents. Parents comment on the friendly, helpful staff team. They are pleased with the information they receive on a day to day basis and say that their children are happy and doing well at the nursery. Staff also work closely with other agencies and professionals where appropriate and are guided by having a Special Educational Needs advisor from the local authority to help them. For example if children have difficulty in learning to communicate the nursery is able to use the speech and language specialised service. This will help to ensure that children will benefit from a well-planned, consistent approach to their learning and care.

### **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>	EY331503
<b>Local authority</b>	Kent
<b>Inspection number</b>	843936
<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>	18
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Leiza Veronica Tuitt
<b>Date of previous inspection</b>	10/08/2009
<b>Telephone number</b>	01474 354720

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

