

# Tiny Stars Day Nursery

Ash House, Goulbourne Street, KEIGHLEY, West Yorkshire, BD21 1PG

## Inspection date

Previous inspection date

20/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Teaching is good and is firmly based on staff's secure knowledge of the Early Years Foundation Stage and their good understanding. As a result they are enthusiastic about the care they provide and plan stimulating and interesting activities, enabling children to make good progress in their learning.
- Children are warmly welcomed into the setting by the friendly and approachable staff, This helps children settle easily, form strong bonds with their key persons, other staff, and develop their confidence and independence well.
- Children are protected very well from harm as management and staff understand and effectively meet safeguarding and welfare requirements.
- Partnerships with parents are well established and regular communication is effective in ensuring individual children's needs are known and met. Partnerships with other professionals are strong, this means that any extra support required is identified and successfully implemented.

### It is not yet outstanding because

- There is scope to enhance the outdoor play area further, to extend and support children's very good outdoor learning experiences.
- Opportunities for children to enhance their listening and attention through the use of puppets and props is not fully extended.

## 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 completed a joint observation with the manager of a group activity.  
The inspector held a meeting with the manager and owner. She also talked to
- children and staff at appropriate times throughout the inspection, and discussed children's progress with key persons.  
The inspector looked at a range of documents, including policies and procedures,
- children's learning records, evidence of staff suitability and their qualifications and safeguarding procedures.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector observed children playing in their rooms and the outside play area.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Tiny Stars nursery was opened in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from four main play rooms and other facilities, and an enclosed outdoor area in Keighley, West Yorkshire. The nursery serves the local and surrounding areas. The nursery opens five days a week from 8am until 4pm and offers sessional care from 8.45am until 11.45am and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 41 children on roll, of which all are in early years age range. There are currently five staff working directly with children, all of whom have an appropriate early year qualification at level 2 and 3, and two members of staff hold a Foundation degree in childcare. The nursery supports children with English as an additional language and also supports children with special educational needs and/or disabilities.

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

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

- extend opportunities in the outdoor play area for children to enhance their physical skills, for example, by providing large climbing equipment
- enhance all children's sustained interest in books and songs, for example, by using puppets and other props to encourage listening and responding.

## Inspection judgements

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

All children are very settled, motivated and demonstrate positive attitudes to learning as they eagerly explore the very good choice of activities freely available to them. They are effectively supported by staff, who have a very good understanding of child development and their role in supporting children's learning. This is reflected in the purposeful and spontaneous observations and formative assessments of children. Staff demonstrate in a very supportive way, how well all children in the setting are included especially those with English as an additional language. For example, there are staff available who speak the children's home language and words are displayed around the setting. This ensures that all children are progressing well towards the early learning goals, in relation to their starting points, and feel fully included and valued. The assessments include the progress check at age two years, which acknowledges young children's achievements, and very accurately shows their skills and interests. The staff use these effectively to identify next steps for each child and plan activities to extend their learning and development, and share with parents and other professionals. Clear tracking of children's progress highlights any gaps in their learning, and additional support is sought from other professionals when

appropriate. Therefore, all children, including those with special educational needs and/or disabilities, are effectively supported. Parents are encouraged to contribute to their children's learning records, explaining how children are progressing at home to ensure continuity of progress, this forms good communication links to support children's individual needs.

Children have good opportunities to develop their communication and language skills. They have good access to a wide selection of quality books. For example, books in children's own language, as well as English, picture books and story books are available. Children all sit together to listen to a story before the end of the session. They listen to stories about the teddy bear and the animals, however, some children's concentration is not maintained fully whilst stories are being read to them. Staff do not fully extend children's listening and attention skills, as puppets and props are not always included to support this area of learning. Children get very excited as they go out into the well-resourced garden. Staff support children well as they learn to skip, kick the different size balls, make marks on the floor and mirror with the brushes and water. This helps to promote children's writing skills and physical development. However, there is further scope to extend the range of outdoor activities for children, so that they can access continuous outdoor opportunities to further enhance their learning. For example, providing large equipment for children to climb on and extend their balance and coordination. Staff ensure children get good opportunities to be creative and learn about the world around them. For example, younger children love to play in the water talking about the different animals that live in the sea, and pouring the water through the water wheel. They enjoy making pictures for their parents, eagerly sticking the different coloured glitter on the paper, with good control of the tools. Older children play with the dough, confidently rolling it out and pretending to make ear muffs. This promotes their expressive arts along with their imagination. Younger children know the daily routine as they all sit for 'group time'. They show a lot of interest as the staff show them the magic box, taking turns to pull a toy from the box. As the children reach for the toy, they respond to the open ended questions from staff. For example, 'what colour is it' and what size is the car'. They answer confidently, recognising the two colours of the cars and establishing that one is big and the other is smaller. This promotes children's early recognition of colour and the comparing of size.

Through all activities the staff are very attentive, encouraging and supporting the children in their play. They take on board children's individual; interests and ability, and challenge children in a fun and enjoyable environment. This supports the very good quality of teaching in place for all children, and prepares them in readiness for school.

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

Children are very happy and settle easily in the nursery areas because they feel safe and secure with friendly, caring and kind staff. The robust induction procedure allows children plenty of time to settle and get to know the staff, through well organised settling in sessions. For example, staff ensure they complete visits to the children's home to further promote a smooth transition for children and parents. Key persons use this time effectively to develop good relationships with the child and their family, seeking information relating

to their individual needs and routines. As a result, strong attachments are formed between children, parents and staff, and they have their individual needs well met. Care plans and effective communication between all staff are effective, supporting children during times when their key person is absent and when children move on to a new area. An open door policy ensures that parents feel welcome to talk to staff at any time. As a result, they feel assured that their children are happy and safe with trusted adults.

Children benefit from safely organised and welcoming play environments, stocked with a wide range of good quality resources for children to independently access. Children's artwork is creatively displayed around the areas and entrances for them to see. As a result, they feel valued and can be proud of their achievements. Staff ensure that children of all ages are made aware of staying safe. For example, all children when going outside to play have a good knowledge and understanding of how to hold on to the stair rails. All children get good opportunities to ensure they know about evacuation procedures, through regularly practising fire drills. Children are also reminded by staff, through clear explanations, not to run in the rooms, as they might have an accident. Children are fully aware of what is acceptable behaviour because the staff are good role-models. As children play, they encourage them to share resources, and say please and thank you to other children. Staff give children lots of positive praise as they explain to them 'good listening' and encourage them to clap their friends as they complete tasks, asked of them at story time. The staff teach children to play with the resources respectfully and safely, and encourage them to help with tidy up time. As a result, children are well mannered, show respect for one another, and play safely and cooperatively with each other.

Children have good opportunities to exercise and develop their all-round physical skills, as they explore their exciting outdoor play environments freely, on a daily basis. They learn about the world around us as they plant seeds and water them, and express how they are waiting for them 'to grow'. Whilst outside children learn to skip and ride on wheeled toys. Children learn about staying healthy through good nutritious snacks, offered at both sessions. For example breadsticks, dried fruit, fresh fruit and yoghurts. At snack time children's independence is promoted well as they are encouraged to pour their own drinks and help to put the plates on the table. Children's dietary and religious needs are adhered to, and snacks adapted to ensure all children are treated equally and with respect. Children learn well about the importance of hygiene while at the nursery. For example staff skilfully teach them about the effects of germs through hand washing, explaining the importance of wiping noses and placing tissues in the bin, and hygiene posters displayed. As a result, children adopt healthy lifestyles, and develop their confidence and independence skills in preparation for their next stages in learning.

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

The nursery is well run by a friendly, knowledgeable and enthusiastic management and staff team. Children's safety and welfare are promoted well. The premises are secure, safe and there are robust procedures in place for staff recruitment. Staffs' ongoing suitability and training needs are monitored through supervision sessions, appraisals and peer observations. This means that staff are able to reflect on their practice and develop their

skills. The manager has a very good understanding of her responsibility for meeting the safeguarding and welfare requirements. All required documentation is in place, up to date and well-maintained. In addition, all staff have attended relevant safeguarding training and, as such, have a secure knowledge of the safeguarding policy and procedures to follow, should they have a concern about a child in their care. The manager ensures that all staff's disclosure and barring service forms are completed prior to starting at the nursery. She also makes sure all numbers of suitability checks of staff, volunteers and work experience students are to hand. Staff keep accurate records of accidents, medication and first aid treatments administered to children. The manager and staff complete thorough risk assessments of all areas of the nursery including the outside area and home visits by staff. These are reviewed regularly along with staff completing a daily check, prior to children arriving. Ratios are well maintained and staff are deployed effectively. All of these procedures further safeguard children and staff.

Partnerships with parents are good. They receive good information about the setting prior to their children starting; this includes key policies and procedures. Further relevant information, such as planning, insurance and complaints information is clearly displayed for parents to see. The manager sends home relevant general information, which she feels may be useful to parents. For example, information about future planning and how they can contribute to their children's learning. Parents offer very positive comments when spoken to, expressing how well staff support them and their families, and how their children love coming to the nursery. These help to keep parents well informed and further promotes positive relationships. The manager is the designated lead for supporting children with special educational needs and/or disabilities, and is positive about working with other professionals to support children if required. Relationships with other providers of the Early Years Foundation Stage have been established, for example, they gather information about current topics to avoid repeating activities for children and also pass over important information about children's care needs. Positive links are formed with the local schools that children will attend, ensuring good continuity of learning and care. The manager and staff team have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The educational programme is effectively monitored by the manager, as she oversees the planning and the tracking of children's progress to identify any gaps in the provision.

Self-evaluation is completed and takes into account the views of staff, parents and children to identify key areas for development. This information is used effectively to inform the settings personal improvement plan, which highlights key areas for development. In addition, the manager and staff team demonstrate a genuine commitment to working with other professionals and attending regular training to improve their understanding of good quality care and learning, which supports children's achievements over time. This demonstrates a positive attitude towards continuous improvement.

### 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>	EY468011
<b>Local authority</b>	Bradford
<b>Inspection number</b>	955662
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Tiny Stars Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01535 66 55 00

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

