

Little Stars Nursery

The Park Child & Family Centre, Norfolk Grove, Sure Start Hyndburn, Church, ACCRINGTON, Lancashire, BB5 4RY

Inspection date	24/04/2014
Previous inspection date	09/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children's welfare and development are well supported through the effective partnership working with parents.
- Teaching is good because staff have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- Babies' and children's emotional well-being is well promoted. Staff sensitively help children to form secure attachments, and this enables children to develop and increase their confidence and independence.
- Children's safety is well supported through the comprehensive and consistently applied risk assessments. Staff ratios and good deployment ensure children are cared for in a safe and secure environment.

It is not yet outstanding because

- The organisation of mealtimes for older children is not consistently used to help them develop their independence throughout the whole routine.
- There is scope to provide more opportunities outside for older children to experiment with numbers and become more familiar with numerals, in order to strengthen their interest in mathematics.

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 children's play and staff interaction.
- The inspector spoke with the registered provider, the deputy nursery manager, individual staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the early years professional and deputy manager.
- The inspector observed children's activities throughout the visit, both inside and outside.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.
- The inspector took into account the views of parents and carers on the day.

Inspector

Sue Rae

Full report

Information about the setting

Little Stars Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Church area of Accrington, and is managed by Sure Start Hynburn, a registered charity. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, one has a foundation degree and one has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 118 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- review the organisation of mealtimes for older children to provide consistent routines, including opportunities for older children to increase their independence and take a more active role in age-appropriate tasks, such as setting the table, serving food and tidying away afterwards

- enhance the stimulating learning environment outside to enable older children to further extend their understanding of mathematics and experiment with matching numbers, numerals and objects, by further reflecting numbers and numerals as labels.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs and meet them consistently. Staff have a secure knowledge of how children

learn. Through individual planning and identification of children's next steps by staff, children make good progress considering their starting points, age and capabilities. This information is also used to inform the required progress check at age two and is shared with parents. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Good quality information regarding children's needs and the activities they take part in is shared. Parents are actively involved in contributing to their children's development through daily discussions and parents' evenings. Parents can use 'wow vouchers' to make comments and share what their children have been up to at home, revealing further children's interests. Parent questionnaires are provided to encourage parents to share their likes or dislikes about the nursery and anything they would like to change.

All areas of the nursery are well organised to allow children to select activities for themselves. Inspiring displays of children's work give them a sense of being valued, resulting in their confidence and self-esteem being promoted. A well-organised balance of adult-led and child-initiated activities means children learn to explore, think and play together. Through social occasions, such as lunchtime, children develop their personal, social and emotional skills. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals. However, opportunities to set the table, serve their own food and tidy away afterwards during mealtimes are not consistently exploited to provide further opportunities to promote children's independence. Babies and young infants are effectively supported during mealtimes and are provided with opportunities to feed themselves using their fingers and spoons. Children are able to move around freely and have access to a well-resourced, secure outside space where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bicycles. Children clearly enjoy taking part during circle time as they enthusiastically share their holiday experiences, talk about the weather and discuss what they are going to play with next. Access to a range of make-making materials allows all children to explore their early writing skills. Children confidently use the dried pasta to thread onto pipe cleaners to make a necklace. They extend the activity by using the paint creatively to colour the pasta to make their necklaces pretty. Children count confidently the items on the tray before they are covered and they are asked which item is missing, encouraging their concentration and memory skills. Children build and construct, making towers and designing their own creations. Therefore, their mathematical skills of shape, space and measure are promoted. However, opportunities for children to extend their interest in numerals and experiment and use numbers in their play are not exploited in the outdoor area.

Children who speak English as an additional language are exceptionally well supported. For example, staff skilfully use pictures, props, symbols and key words in the child's home language to reinforce communication skills. Staff are committed to ensuring that all children within the nursery receive the highest standard of care and learning. For example, regular meetings are held with parents, key persons, management and any other professionals involved with individual children, such as speech and language therapists, to review the effectiveness of interventions that are in place. Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary, using words such as 'fast', 'slow'

and 'sequence' as they enthusiastically join in with activities which teach them about letters and sounds. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of early walking skills. Babies have plenty of sensory opportunities to learn about their world. They freely explore and investigate the sand, fascinated as they tip and pour the sand, watching it intently, developing their coordination. When staff read stories, children sit and listen and are interested to hear what happens next, and their enjoyment and concentration are abundantly clear. These activities support children's early language development and literacy skills, and promote their knowledge and understanding of the world around them. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving on to school.

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

Staff are positive role models who are calm and caring in all their interactions with children. They have a good understanding of expectations of children's behaviour, taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and promote caring attitudes. Staff recognise and offer praise for their kindness and their very positive behaviour. The key-person system is successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. The environment in each of the children's areas provides a good range of age-appropriate toys, games and resources which are easily accessible to children to promote their learning. All children show an extremely strong sense of belonging within the nursery and are developing a good understanding of how to manage risks and challenges relative to their age. For example, staff support children to stay safe when using the bicycles. They explain where it is safe to ride their bicycles, to keep themselves and others safe. Children's physical development is supported very well. Staff support younger children as they take their first steps or refine their skills using furniture and soft-play equipment. All children benefit from access to an outdoor play area. Here they enjoy a good range of activities, such as hoops and wheeled toys, balancing on tubs and digging and planting activities. Their self-esteem, confidence and emotional security are well supported through staff acknowledging their individual needs and traits.

Behaviour across all age ranges within the nursery is excellent. Staff ably teach children from an early age about the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction, and encourage them to join in with other toys. Older children demonstrate their understanding as they take turns and listen to each other. They work together showing effective negotiating skills as they cooperate to share the bicycles. Other children show how they work extremely well independently as they engage in practising their skills cutting out pictures and sticking them to create their own design. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They wash their hands before snack and eagerly and expertly tidy up at suitable times.

Children relish the home-cooked meals which are prepared onsite. The appetising, nutritionally balanced meals take account of children's allergies and dietary requirements

so that only suitable foods are offered. Snacks are equally healthy and ensure that children's energy levels are topped up as the day progresses. All children have access to drinks throughout the day, helping to keep them hydrated. Children learn excellent self-care skills as they learn to be independent by putting on their own coats and choosing to play outdoors. Nappy changing procedures for babies and young children are unique to each child, and staff are sensitive with them. For children at the potty training stage, staff work exceptionally well with parents and at the child's pace, sensitively assisting them to adjust to new routines. Staff skilfully support children's transitions, both within the nursery and to school. Transition within the setting is at children's pace, working with parents. Regular visits to the new room with their key person enable children to form a bond to develop with the new key person. Staff support this as they make the move gradually, enabling children to feel comfortable and at ease. This means their emotional well-being is truly supported. Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensure that children's interests and needs are effectively met. Links with other outside agencies are extremely strong.

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

Staff are confident of their responsibilities to safeguard children. They know the procedures to follow and fully understand who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete first-aid and safeguarding training and this is regularly updated. High priority is given to children's safety. Staff ratios are good and children are well supervised. Staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training, and a checklist shows that they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and comprehensive individual risk assessments are carried out for new activities and each outing. Legally required records for children's welfare are accurately maintained, such as children's attendance records and medical records. Records of complaints are accurately recorded and effectively managed. Any complaints from parents are dealt with professionally and appropriate action is taken to address any concerns. This inspection was prioritised following concerns raised about children's information not being handled confidentially. The inspection found that a parent had been given incorrect information. As a result of the incident, the manager and senior management team reviewed the process for sharing children's daily information sheets with parents. The inspection found that the nursery has reviewed its procedures and taken effective action to avoid any reoccurrence of a similar incident. All accidents are recorded and parents are informed and asked to sign the accident records.

The management team have a detailed understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Through

effective monitoring of the educational programmes, the management team ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. The staff team are continually reflecting on what they do to improve the quality of the provision. Appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the setting's strengths and target plans are in place to secure further improvements. Children and parents are involved in the process; their views are actively listened to and their ideas and suggestions implemented.

There is highly effective partnership working with other professionals, in order to support children with special educational needs and/or disabilities and ensure they are fully integrated into the life of the nursery. For example, staff stringently follow medical care or education plans, attend meetings and receive training from health professionals. Staff adapt the environment and/or their practice to meet children's individual needs, such as using sign language with speech. Positive relationships with parents are well established, ensuring each child's needs are met. Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback from our children's key worker everyday' and 'nothing is too much trouble'. They comment that the staff are friendly and approachable and support children's learning and development very well. The management team recognises the importance of these partnerships and continually strives to find new ways to encourage parent involvement.

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

Unique reference number	EY278820
Local authority	Lancashire
Inspection number	965906
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	118
Name of provider	Sure Start Hyndburn
Date of previous inspection	09/02/2012
Telephone number	01254 387757

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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.

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.

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