

Little Stars Day Nursery

748 Hanworth Road, HOUNSLOW, TW4 5NT

Inspection date

Previous inspection date

08/05/2014

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

- Children share warm and trusting relationships with their key workers and all staff and this helps them to form attachments and promotes their well-being effectively.
- Children have access to a range of good-quality resources, enabling them to make independent choices and supporting their interests and learning effectively.
- Staff support children's learning well, particularly showing passion in planning individual programmes to support children with special educational needs and/or disabilities.
- Leadership and management are strong in this nursery and they make continuous improvements to enhance outcomes for children.

It is not yet outstanding because

- As the outdoor area is still being developed there are fewer opportunities for children to experience activities across the seven areas of learning to support their individual learning styles and interests.
- At times staff are disorganised at changeover periods resulting in newer children being unclear about the routines of the day.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspectors observed activities in the two playrooms and the garden area.
- The inspector had discussions with the managers throughout the visit, including regarding safeguarding.
- The inspector sampled documentation, including children's information and development records.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector and managers discussed joint observations of the garden area and lunch time.

Inspector

Jennifer Devine and Deborah Found-Bloodworth

Full report

Information about the setting

Little Stars Day Nursery registered in 2013. It is privately owned and operates from a converted residential building in Hounslow, in the London Borough of Richmond-upon-Thames. Children have access to three playrooms and an enclosed outdoor area. There are currently 46 children in the early years age range on roll. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery is open each weekday from 7.45am to 6.15pm, all year round, except for bank holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs seven staff, all of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the educational programmes in the outside learning environment to support children's individual learning styles, interests and stage of development
- use daily routines in a more consistent and predictable way so that newer children know what happens next to support their feelings of security.

Inspection judgements

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

Overall the staff team have a good understanding of the Early Years Foundation Stage, which means they are confident in delivering the educational programmes and teaching children well. All playrooms are set up invitingly with a varied range of activities to capture children's interest and desire to learn. Consequently children are well prepared for the next stage in their learning, including their move to school.

Children arrive and, after saying good bye to their parent or carer, explore the environment and settle down with their choice of play. They can also choose other activities as many good-quality resources are easily accessible and this supports children's emerging independence. Children enjoy activities that support their exploration and physical development through sand and water play. They spend extended periods of time experimenting with filling up containers of water, carefully transferring the water into the funnels and catching it in another container. The staff plan and provide activities to motivate the children to want to learn. Children recently took part in an activity planting tomato plants and show excitement as they explain how they help to care for their plants

and notice how they are growing bigger.

Staff support children's communication and language effectively, asking open-ended questions to make the children think and extend their vocabulary. All rooms have a dedicated cosy book area where good-quality books are always available. The staff spend quality time with individual children or small groups looking at and reading stories to develop their literacy skills.

Staff are very caring and attentive to the younger children's needs. Babies and toddlers are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing experiences to develop young babies' senses and early development. There is a good supply of natural materials and babies enjoy exploring the cornflour play, watching as it runs through their fingers.

Children have regular daily access to the garden and although this is done on rota basis as the garden is relatively small all children enjoy time spent outside. In addition the nursery has a small covered area to enable children to get fresh air during inclement weather conditions. However, staff do not always plan as effectively for the outdoor learning environment to make sure the activities cover the seven areas of learning.

Staff have a secure understanding of observing children's progress and have developed suitable planning systems to ensure children's individual needs are provided for. Children's individual learning profiles are completed regularly and include tracking documents to support future plans for each child. This helps staff to make certain they support children to make good progress in their learning and development. An appropriate system for assessing the progress of two-year-olds in the three prime areas of learning has been introduced.

Children who speak English as an additional language are supported well as staff obtain key words in their home languages to help them settle. There are effective systems to support children with special educational needs and/or disabilities. Key persons support children's individual learning needs well, offering one-to-one support to encourage the development of particular skills.

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

The key person system is embedded well into the staff's practice. This results in good relationships being established with parents from early on and supports children to settle. Children share warm relationships with each other and the approachable and friendly staff. Children receive lots of reassurance as they separate from their main carers and settle in. Staff sit close to children to support and reassure those who are settling and gently remind them that their parent will be coming soon. However, at times during the day some of the routines can be disorganised. This leads to the newer children becoming unsettled, affecting their security and sense of belonging. Children's personal social and emotional development is fostered well; children have formed some good friendships and

play well together. Children show kindness and understand about taking turns. Staff manage children's behaviour well; they use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other.

Children's specific health, dietary needs and allergies are recorded and understood by staff. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Parents are asked to bring a spare set of clothes in case their children's clothes get wet or dirty. However the nursery has begun to build up a supply in case they forget these so that children remain comfortable and suitably dressed throughout the day. Children's independence with their self-help skills is developing as they choose when they would like their snack and actively take part in pouring their own drinks. Children are provided with a healthy and nutritious cooked meal freshly prepared by the cook, which supports their good health and well-being.

Children's safety and well-being is given high priority as they play in a safe and secure environment. Children are learning to take full responsibility for their own safety and the safety of others and are able to move around the nursery confidently and independently. They learn the rules of the nursery, such as taking care when using the stairs. Children take part in regular fire evacuation practices which teaches them about the importance of getting out the building safely and calmly. Staff further protect children's safety through their good supervision both indoors and outside. The nursery has effective security systems in place and any visitors need to ring the doorbell and show their identification before entering the building, to help staff keep children safe.

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

The providers/managers and staff team fully understand the requirements of the Early Years Foundation Stage. There is a strong management team and all staff benefit from clear leadership across the nursery. The management team deal immediately with any concerns following their complaints procedure. This ensures the views of parents are thoroughly listened to and any concerns addressed to meet the children's needs. Robust recruitment and vetting procedures are in place to check the suitability of all adults employed by the nursery. This results in a safe, secure and supportive nursery, for all children. Staff are fully aware of their role and responsibilities and understand the procedures to follow if they are concerned about a child's welfare. The nursery provides regular training for staff on safeguarding and this helps to ensure they are confident in all aspects of keeping children safe and secure during their time at nursery. Most of the staff have a first aid qualification which means that they are able to respond to children's needs in the event of any accident or injury occurring. In addition they fully understand about the importance of recording all types of accidents and ensuring parents sign the accident form to confirm they have been informed of any injuries their child has sustained.

The nursery has an effective management structure in place, which enables senior managers to monitor, advise and support the team. The business manager has a strong

desire for maintaining quality in all aspects of care and education in the setting. Staff are well supported by good systems for supervision and appraisals to identify training needs. Staff meetings are held regularly and staff's input is welcomed and valued. Policies and procedures are always on the meeting's agenda and this enables the staff team to regularly review and discuss issues to help them safeguard children. In addition staff cascade recent training they have been involved in with the rest of the team and this enables them to share good practice to benefit the children. A key strength of this nursery is the management's culture of reflective practice. This is embedded into staff's thinking and action plans are set to support continuous improvement. For example outdoor play is featured highly as an area for development.

Appropriate risk assessments are in place, reviewed regularly and updated as required. Overall staff are suitably deployed within the setting to ensure children's safety is paramount and that the ratio of adults to child is always met. All required documentation is in place to support the efficient running of the setting.

Overall partnerships with parents are good. Parents are provided with a range of information to ensure they are kept informed about their child's progress, achievements and daily experiences. Parents are welcomed into the nursery when they drop off their child in the morning and when they collect them later on. Comments from parents indicate they are happy with the service provided. Partnerships with external agencies are developing and the staff team show a clear understanding of the importance of working together to support children.

The Childcare Register

The requirements for the compulsory 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	EY463020
Local authority	Richmond upon Thames
Inspection number	968515
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	46
Name of provider	Littlestars Day Nursery (UK) Ltd
Date of previous inspection	not applicable
Telephone number	07424543127

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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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