

Little Stars

49 Newlands Close, DONCASTER, South Yorkshire, DN4 6RQ

Inspection date	22/04/2014
Previous inspection date	29/04/2013

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

- Staff demonstrate they are confident in their ability to take appropriate action to ensure children are safeguarded from abuse or neglect. They are clear about supervising children and effective risk assessments are carried out. As a result, children are safeguarded.
- Educational programmes cover all seven areas of learning and staff make accurate assessments of children's progress. As a result, they plan effectively for children's next steps in learning so that they make steady progress.
- Staff have developed reasonably good partnerships with parents. Consequently, the well-being of children is promoted effectively.

It is not yet good because

- Record keeping requires improvement to bring about a more consistent approach, in particular where there has been communication between other professionals and outside agencies. This is a weakness in leadership and management.
- The strategies used to engage parents and encourage them to contribute to their children's learning are not always successful. As a result, there are aspects of partnership working with parents that are not highly effective.

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 activities in playrooms, carried out a joint observation with the manager and held discussions with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the information included in the setting's own parent questionnaires.

Inspector

June Rice

Full report

Information about the setting

Little Stars was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted single-storey building in Doncaster, and is privately owned and managed by a partnership. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, both owners hold an appropriate early years qualification at level 4 and two staff members hold appropriate early years qualifications at level 2. The nursery opens Monday to Friday, all year round, excluding bank holidays. Opening hours are from 8am until 6pm and the nursery offers before and after school care as well as holiday provision on an agreed basis. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
- increase opportunities for parents to be more involved in their children's learning by securing their contributions on a more regular basis and by developing the existing information available to parents to help them continue their child's learning at home.

Inspection judgements

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

Staff use their teaching skills appropriately to engage and motivate children. They talk to children about what they are doing and extend their learning through the use of narrative and open-ended questions. As a result, children take time to think and consider what else is possible, such as when they ask children what they can do to stop their tower from falling down. Staff listen to children carefully and repeat the words they are saying. They add new words and emphasise sounds to help children to extend their vocabulary. For example, when children try to say 'banana', staff acknowledge them and say 'yes, that's right, it's a banana' taking time to pronounce the word slowly and clearly. This gives

children the confidence to have another go. Staff have planned a label-rich environment where children are encouraged to recognise the written word. They look for their name when they hang their coats and make connections between pictures and words that are displayed on boxes of resources as they make choices about what they want to do. As a result, children's confidence and their personal, social and emotional development, communication and literacy continue to develop at a satisfactory rate. This helps them prepare for their next stage in learning, such as school.

Staff suitably observe, assess and plan for children's individual learning needs. They use written observations, photographs and examples of children's work to develop a record of children's progress and this is shared with parents. Children whose starting points are below those of other children for their age, and those with English as an additional language are shown to be improving steadily over a sustained period. This means the gap in their learning is closing albeit slowly. Staff work closely with outside agencies and progress checks for children aged between two and three years are completed in a timely fashion. As a result, any gaps in learning are identified and appropriate support for children and their families is sought when needed.

The systems in place to promote partnerships with parents are generally effective. Parents are encouraged to share information about what their child can do and they receive daily feedback about their child's well-being and the progress they are making. However, strategies to engage parents to promote learning at home and to contribute information about what children can do on entry to the setting, are not always successful. As a result, some aspects of working in partnership with parents are not highly effective.

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

Children are observed to enjoy physical activities and they are provided with healthy snacks and meals that take account of specific dietary needs and allergies. This promotes their health and physical well-being. Staff teach children about good hygiene practices. They encourage children to wash and dry their hands thoroughly before meals, and after using the toilet. Older children confidently explain they are washing the germs away. Consequently, children learn to take responsibility for keeping themselves healthy. The procedure for disposing of nappies has recently been reviewed and helps to reduce the risk of cross-contamination.

Children are learning how to stay safe. For example, they are taught how to stay safe near roads and how to use tools and resources safely. There are clear expectations for good behaviour and staff make good use of small group activities that teach children to share, take turns and compromise. As a result, children learn right from wrong and are well behaved.

The settling-in process provides opportunities for parents to share information about their children's individual care needs, such as their routines at home, special words and comforters. As a result, children settle quickly. Children show through their body language that they are happy and feel safe. They move around independently and make choices about what they want to do. Warm relationships exist between key persons and children,

which suitably supports children's emotional well-being. Partnerships with other settings are sound. For example, staff provide schools with a summary of children's progress, teachers are invited to visit the setting and children go on visits to the school. As a result, children gain emotional support during their move onto their next learning environment.

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

This inspection took place following concerns raised to Ofsted with regards to the nursery maintaining the required ratios of adults to children and the disposal of soiled nappies. During the inspection it was found the correct ratio of staff, including the percentage of qualified staff on duty at any one time was effectively maintained and that nappies were disposed of appropriately. However, it was found that on a previous occasion the providers had not maintained the correct staff-to-child ratio, or the correct percentage of qualified staff on duty at any one time. The provider also confirmed that a member of staff had previously disposed of a nappy inappropriately, which created the potential of cross-contamination, putting children's health at risk. It was found that following these incidents the providers have already taken appropriate steps to ensure that staffing arrangements, with particular regard to ratios and qualifications, are effectively maintained. They have also reviewed the nappy changing procedure and updated staff on how to dispose of nappies in order to reduce the risk of cross-contamination. The procedures for recruitment, induction and supervision are sound. This ensures staff are suitable to work with children. There is a written child protection policy, and staff demonstrate they understand the procedures they need to implement in order to protect children. Visual risk assessments are carried out to ensure the environment, resources and equipment are safe. Entry to the setting is secure and children are well supervised. As a result, children are kept safe.

Since the last inspection, improvements have been made to the systems for planning, observations and assessment, the educational programme for mathematics and the setting's evaluation process. For example, the providers have introduced numbers into the outside environment. Additionally, the providers have carried out a thorough evaluation of the quality of the care and learning they provide, which has involved all staff and feedback from parents and children. As a result, they have clear plans for future development. This demonstrates a positive attitude towards continued improvement.

The setting has developed professional partnerships with outside agencies. As a result, additional support is obtained for children and their families when they need it. All required documentation is in place. However, there is some inconsistency in the quality of record keeping, particularly with regard to communication with outside agencies. Consequently, requirements with regard to maintaining records to underpin the safe and efficient management of the setting, and to help ensure the needs of all children, are not consistently well maintained.

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	EY453569
Local authority	Doncaster
Inspection number	960915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	22
Name of provider	Veeravaley Kaur and Dawn Turton Partnership
Date of previous inspection	29/04/2013
Telephone number	07914 429509

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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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