

Little Stars Day Nursery

60 Ness Road, Shoeburyness, SOUTHEND-ON-SEA, SS3 9DG

Inspection date

03/07/2014

Previous inspection date

20/02/2013

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

- Children are effectively protected from harm, as practitioners demonstrate clear knowledge of their responsibilities to safeguard children.
- Children are settled in their nursery environment, they form close relationships with their key-persons. Key persons follow the nursery's settling-in systems to help children to become confident when they join the nursery.
- Children enjoy participating in a range of planned and freely-chosen learning experiences. They make choices about their play and have access to resources which cover all seven areas of learning.

It is not yet good because

- The quality of teaching requires improvement in the systems used to assess children's progress. Key persons do not obtain sufficient information to inform their initial assessment of children's development. Inconsistencies in the completion of assessment tools result in some children's development not being tracked precisely.
- Partnerships with parents require strengthening to improve the two-way flow of information. For example, parents requiring a written account of their children's day are currently not provided with information in this format.
- Leaders and managers do not monitor the educational programme rigorously enough to eliminate inconsistencies in the completion of appropriate documentation and the assessment of all children's progress.

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 inspector observed activities in each of the nursery rooms and the garden.
The inspector held discussions with the registered provider, practitioners, the special educational needs coordinator, the equality needs coordinator and children at appropriate times throughout the inspection.
- The inspector looked at documentation regarding the suitability and qualifications of practitioners.
- The inspector held a joint observation and discussion with the registered provider.
The inspector looked at records relating to children's details, accident and medication records, the daily attendance register, written policies and procedures, written risk assessments and a selection of other relevant documentation.
- The inspector took account of the views of parents spoken to at the time of the inspection and their written comments seen in responses to parental questionnaires.

Inspector

Lynn Hughes

Full report

Information about the setting

The Little Stars Nursery was registered in 2012 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted church building in the Shoeburyness area of Essex, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there are two enclosed areas available for outdoor play. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3, including the registered provider who has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 32 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:

- ensure assessment procedures begin with clear information from parents about children's starting points and capabilities, which are used consistently across the nursery to assess children's development.

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

- improve monitoring of the educational programme to ensure all practitioners and managers have a sharp, precise and accurate understanding of all children's skills, abilities and progress
- strengthen partnerships with parents by varying the ways in which communication about children is shared, for example, by providing written feedback for parents who require more clarity about their children's day.

Inspection judgements

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

Children enjoy participating in a range of planned and freely-chosen learning experiences, provided for them by the practitioners who demonstrate a clear understanding of how children learn. Key-persons observe the children in their key groups and use their observations to assess their learning needs. Some assessment records are completed

effectively, however, there are some inconsistencies in this process. This results in some key-persons not having a sharp enough focus on individual children's development. Parents are encouraged to play an active role in their children's learning by verbally sharing information about experiences from home and by viewing and discussing their children's development records.

Practitioners follow children's interests, helping to extend and develop their thinking. For example, a pretend car built by children moving chairs together, provides a good opportunity for practitioners to observe how children use their new piece of equipment. They then intervene in the children's play in a timely manner to ask appropriate questions, such as, 'where are you going in your car?' and 'how many people can fit in the seats?' Children take time to consolidate their thinking and change the direction of their game a number of times. Practitioners provide opportunities for these changing thoughts and facilitate the children's ideas. For example, helping them to find the small suitcase on wheels to pack some clothes for their baby dolls. Practitioners consider their use of language during role-play activities, such as, encouraging children to extend and enhance their vocabulary by introducing new words. A range of planned activities each day enables practitioners to focus children's attention to specific aspects of learning. For example, a trip to one of the gardens is used to develop children's listening skills. They are encouraged to be quiet and to listen to the sounds around them. They excitedly tell practitioners that they can hear birds, cars and lorries. This activity is extended by practitioners asking them what they can see, this list includes, trees, buildings and blue sky, with no clouds. Practitioners are in tune with the children and recognise when children's interest have faded, moving the activity in another direction to re-capture and engage the children's participation.

Babies explore an exciting range of toys and resources, some of which are collated from natural, heuristic materials, which enable children to explore texture, touch and smell. Those babies beginning to develop strength in their legs for walking are provided with appropriate furniture to stand from a sitting position and to begin moving around with support. Older children are prepared for their next stages of learning through the range of planned and freely chosen learning. For example, they develop independence when putting their coats and shoes on and off. They learn good listening skills and how to participate in a discussion at circle time. Some children are beginning to form recognisable letters when they practise writing their names and others are beginning to recognise phonics and how to spell out simple words. Development records show that children generally make appropriate progress across all seven areas of learning, including children who speak English as an additional language and those who have special educational needs and/or disabilities.

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

Children are settled and comfortable in the nursery environment. They enter the setting with confidence and become engaged in play almost immediately. Those requiring a little reassurance approach their favourite adult for a cuddle before beginning their busy nursery session. Key-persons follow an effective settling-in procedure to help children to feel settled, comfortable and relaxed. Parents play an active role in this process and help

to guide their children's early days at nursery. Parents share relevant information with key- persons about their children's likes and dislikes, this helps their child's key persons to form a clear picture of their children's home environment. However, the information shared is not robust enough to enable the key-person to inform an initial assessment of their capabilities or learning needs.

Children behave well within the nursery as they develop a clear understanding of the rules and boundaries. Practitioner's use circle time to re-enforce these rules and to remind children of the importance of being kind to each other. The boundaries set help children to learn to behave in ways that maintain their safety, and that of others. Practitioners act as good role models, speaking to each other in a caring and professional manner. Children receive lots of praise and encouragement from the adults caring for them. This raises their self-esteem and confidence, creating emotionally secure young children, who are prepared to try new experiences. The nursery environment is appropriately equipped and organised to generally promote children's learning. Babies are cared for in a comfortable room, specifically for children under the age of two years. They rest in a separate sleep room and are provided with an exciting range of resources to explore. All areas of the nursery are brightly decorated, welcoming and attractively presented. Older children move confidently between two large playrooms, one of which provides a range of messy and creative play experiences. The larger of the two rooms provides good clear floor space for children to spread their play across a large area. Two gardens provide children with opportunities to explore a range of learning experiences in an outdoor environment. Good use is made of the outdoor space to cover all seven areas of learning. Children have daily access to the gardens and enjoy both planned and freely-chosen learning outdoors.

Children enjoy a range of snacks and meals during their nursery day. Managers ensure children are offered healthy and nutritious foods and encourage children to learn about foods which are good for them and those which are less good. Children develop clear self-care skills, such as, using the toilet independently and washing their hands as practitioners support their independence. Younger children's personal needs are effectively met by key-persons regularly checking and changing their nappies. Key persons help children to manage transitions in their life, for example, moving from one nursery room to the next. They work closely with parents to establish knowledge about any changes in children's lives outside of the nursery environment and plan effective activities to assist children through these changes.

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

This inspection was brought forward following an incident which happened at the nursery involving the security of the premises. Following a recent visit by Ofsted, the nursery received a welfare requirement notice and notices to improve their security systems and to improve a number of safety issues identified during that visit. As substantial work was required to address these actions, the nursery's registration was suspended for a period of eight days. A second visit from Ofsted confirmed that the registered provider had addressed all of the required actions to ensure that children's safety and well-being was assured and the suspension was lifted. This inspection focussed on the registered

provider's ability to sustain the actions addressed and to ensure children remain safe.

Children are appropriately protected from harm as practitioners demonstrate secure knowledge of their responsibilities with regards to following correct safeguarding procedures. Managers and practitioners have attended relevant safeguarding training to ensure their knowledge is current, and regularly update their understanding through appropriate training. All adults working with children are vetted and proof of the checks used to assess their suitability are available on file. Practitioners are appropriately deployed across the nursery to ensure children remain safe and secure. The additional security measures implemented above are well-managed by practitioners who effectively supervise children and parent's entry and departure from the nursery. Practitioners understand how children learn and have knowledge of the seven areas of learning. They use their knowledge to plan a range of activities that help to promote children's learning. Some weaknesses in the use of the nursery's assessment systems mean that not all children's progress is tracked proficiently. Key-persons also obtain limited information from parents on their children's starting points. This inhibits them in forming an accurate picture of children's capabilities on entry to the provision.

The leaders and managers have some systems in place for reviewing and evaluating the educational programme. They evaluate the effectiveness of planned activities and discuss whether activities are successful. There are however, weaknesses in the finer monitoring of planning and assessment, which result in the inconsistencies identified in practitioner's use of the assessment tools within the nursery. Generally, management have effective systems for identifying the nursery's strengths and weaknesses and have a clear action plan in place to enable them to work on improving the provision for children.

Partnerships with parents are generally secure and parents are provided with clear, written information about the nursery. Key-persons share a verbal account of the children's day with parents on collection and encourage them to view records and discuss their children's progress. However, some parents spoken to during the inspection and written comments shared in a recent parental survey, express a wish to receive a written account of their children's day. The registered provider is considering ways in which this can be achieved. A number of parents spoken to during the inspection compliment the nursery and state that their children are making good progress there. They are pleased with the improved security of the nursery and find practitioners approachable and welcoming. Practitioners have some links with other early years settings which children attend and use these links to share relevant information about children who attend both provisions. This enables them to complement the learning that takes place across other aspects of children's lives.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY450733
Local authority	Southend on Sea
Inspection number	980541
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	33
Name of provider	Chung Chan Hoang
Date of previous inspection	20/02/2013
Telephone number	07880 888 666

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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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