

Little Starz Childcare Ltd

Groby Village Halle, Leicester Road, Leicester, LE6 0DQ

Inspection date

09/09/2014

Previous inspection date

03/03/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 safeguarded well. This is because practitioners are suitably qualified and complete regular training. They have a secure understanding of their roles and responsibilities while following effective procedures to protect children.
- Practitioners work sensitively with parents, which offers a strong contribution to ensuring that all children receive the necessary support for their individual needs.
- Children form secure attachments with practitioners, and have appropriate time to settle and then move on to their next stage in their learning smoothly.

It is not yet good because

- Practitioners have variable understanding of the seven areas of learning and some teaching skills and organisation of some activities are inconsistent to enable standards to rise quickly and for all children to make good progress.
- The monitoring of some practitioners tracking of children's progress is variable. As a result, not all children are supported in their learning and development so that they consistently make good progress.
- Children's health is not always promoted consistently because some practitioners do not always remind children to wash their hands before eating.

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.

Inspection activities

- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector held a joint observation with the manager.
- The inspector spoke with the owner, manager and staff at appropriate times throughout the inspection.

Inspector

Judith Rayner

Full report

Information about the setting

Little Starz Childcare Ltd was registered in 2013 on the Early Years Register. It operates from Groby Village Hall in Groby, Leicestershire. The pre-school serves the local area and is accessible to all children. There is an area available for outdoor play. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or level 3 and one member of staff also holds a qualification at level 4. The pre-school opens term time only. Sessions are from 8am to 3pm on Monday, Thursday and Friday and 8am to 1pm Tuesday and Wednesday. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The pre-school provides funded early education for three-and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase practitioners understanding of the seven areas of learning, and enhance their teaching skills so they consistently support children to make good progress
- review the methods used to robustly, consistently and regularly monitor the way practitioners track children's learning and development so that all children make good progress.

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

- maximise opportunities to teach children about keeping healthy, for example, by talking to children about the benefits of hand washing to stop germs from spreading, and implement this consistently in practice
- review the way structured activities are organised to ensure children are able to continue playing with their chosen activity.

Inspection judgements

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

The quality of teaching is variable. Furthermore, some practitioners do not have a secure understanding of the seven areas of learning and do not always routinely make assessments. This impacts on some children not being supported in their learning and development so that they consistently make good progress. The management team are

monitoring practitioners and offering ongoing support to make improvements but, this is not embedded securely in practice. Practitioners gather useful information from parents about their child and use this as a starting point to build upon children's interest and stage of development. Most practitioners carefully observe children in their play and appropriately use information from parents, which contributes to most practitioners planning relevant and pertinent play for each child. Most children's progress is recorded in their own development file, which is also regularly shared with parents keeping them updated on their child's progress. The child's key person shares information with parents regarding their child's next steps and offers suggestions and ideas for parents to use to support their child's learning at home. This information is also used as an assessment for their next steps in their learning, such as, moving on to school. Children are prepared in readiness to move on to school because, practitioners provide activities that are more structured helping children to concentrate and sit appropriately, such as, during story time.

Children enjoy playing imaginatively with the dolls and dressing up. They sit with practitioners and talk about the different sizes and which doll will wear what clothing. However, some practitioners are not consistent in their teaching skills. This is because they dress the dolls for the children rather than encouraging the children to try and dress the dolls themselves. Children initiate their own play and move in to the role play area. Practitioners follow the children and encourage them by good teaching skills to work out problems for securing bandages around practitioners wrists. This is achieved by practitioners modelling thinking and asking open ended questions well. Practitioners encourage children to participate in a group activity. However, not all children want to be involved. Despite this, practitioners continue to gently persuade all children to be involved which interrupts some children's concentration and enjoyment of their chosen activity. As a result, part way through the activity some children leave because they lose interest. Other children remain and enjoy shaking and banging musical instruments as they sound out sounds and letters which supports their communication and language skills.

Children enjoy exploring with different textures both indoors and outdoors. They show some level of concentration and sustain some interest. They engage in conversation with practitioners talking about shaving foam and how their dads use this to shave with at home. Practitioners give children plenty of time to respond to questions which helps support children's confidence and speaking skills. Outside, children explore with enthusiasm and show suitable levels of physical skills as they, manoeuvre themselves around the activities with ease and confidence. They thoroughly enjoy tipping and pouring in the water trough laughing and giggling when the water tips over their friends arms. Furthermore, children play imaginatively with the cars, matching them in different sizes and colour as they enhance their mathematical skills suitably. Practitioners sit on the floor and engage in conversation with children while playing in the sand. Practitioners help children recall past events which link to the sand activity. They talk about holidays and playing in the sand to flying in an aeroplane to go on holiday.

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

On some occasions teaching is variable which impacts on children's overall well-being. Practitioners generally help children learn about keeping healthy through daily tasks and activities because, they oversee children's toileting and self-care routines well. However, practitioners do not always maximise opportunities to help children learn about the importance of washing their hands, before they eat to stop germs from spreading and promote their health. However, practitioners use appropriate teaching skills to help children be more independent. For example, children make choices in what they would like to eat for snack and light lunches, and pour their own drinks from a jug in to their cup. Children also learn about keeping safe. For example, practitioners ensure all children participate in emergency evacuation drills, so they learn what to and where to go should they need to leave the building quickly. Practitioners also gently remind children to help tidy away the toys. However, because the teaching is variable practitioners sometimes do not consistently explain why this is important to prevent children from tripping on the toys and hurt themselves. Practitioners also gently remind children to help tidy away the toys but sometimes do not explain why this is important to prevent them from tripping on the toys and hurt themselves. Parents provide their children with snacks and light lunches, which practitioners monitor to ensure these are healthy and well-balanced. All children spend appropriate time outside to enhance their overall health. They enjoy exercising in the fresh air while having fun.

Practitioners are kind, caring and treat each child with respect and uniqueness. Positive words of encouragement and praise are regularly used, which helps children feel good about themselves. Children's behaviour and self-esteem is mostly good. Minor disputes are handled sensitively and calmly. Practitioners are consistent in the strategies used which helps all children learn what is expected of them. Overall, children are confident, settled and happy. Children settle well because, the key person works sensitively with the parents and provides appropriate activities and toys that the child enjoys playing with and also has an interest in. Practitioners understand and value the importance of gathering in-depth information from parents at the start, and maintain a positive approach to partnership working throughout the time the children are at the pre-school. Children are supported during their emotional time when moving on to school. This is because, practitioners value the importance of linking with schools where children will be moving to and teachers then plan relevant activities for individual children.

A sufficient number of practitioners hold current paediatric first-aid qualifications. This enables them to meet any minor accidents and children's medical needs swiftly either on the premises or if undertaking any outings with children. A welcoming and stimulating environment is presented to all children, parents and visitors. There is a good range of toys and resources that support children's all-round development successfully. They are presented in a successful way, which entices children to explore and investigate independently and supports children in extending their own play indoors and outdoors. Toys are safe and easily accessible, enabling children to reach them independently. Furthermore, practitioners organise various structured groups suitably to ensure that all children participate in activities that are appropriate for supporting them further. For example, social communication groups are now implemented to focus on children who need more help with their language and social skills.

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

Children are protected. This is because practitioners undertake regular child protection training to ensure they have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Practitioners have completed Disclosure and Barring Service checks successfully ensuring that they are suitable to work with children. There are also clear procedures in place for any eventualities regarding the safety of children, and if there are any concerns regarding the suitability of practitioners. Children are not left alone with any adults who are not suitably cleared or any visitors and children are supervised closely by practitioners, who deploy themselves well to support children's ongoing needs. For example, when children require the toilet they are closely supervised by practitioners at all times. Furthermore, practitioners ensure ratios are met and deploy themselves well ensuring they are able to support children in their learning and development. For example, practitioners sit with children at one activity placing themselves effectively to oversee other children engaging with other activities within the room and when outside. Practitioners complete visual checks before children arrive, as well as completing tick lists to ensure all areas where children have access to are safe and secure. The manager and owner review the risk assessments on a regular basis to monitor any emerging safety patterns and addresses these swiftly to maintain a safe place for children, staff, visitors and parents. Visitor's identification is checked before entering and they are also requested to sign in the visitor's book. Practitioners adhere to the clearly, well-written policies and procedures and implement and maintain them well. Additionally, practitioners understand the importance of maintaining accurate records, and ensure these remain on the premises at all times and are available for inspection, which also contributes to the successful smooth running of the setting. Overall, children are effectively safeguarded.

The owner, manager and practitioners understand the importance of reflecting on the service that is offered and take action to improve outcomes for children. Following the last inspection by Ofsted, the provider received a welfare requirement notice and a number of actions to improve. There was also a subsequent monitoring visit made by Ofsted. Actions made at the last inspection have been mostly successfully addressed to promote children's safety and well-being. For example, children play outside in an enclosed and secure outdoor play area because, there is now a secure fence in place preventing children from accessing areas that pose a potential hazard. Performance management and monitoring of systems to ensure the quality of teaching is monitored, and the information is used to enhance practitioners professional development and confidence has improved since the last inspection but is not embedded. The owner and manager have worked hard to implement such practice, such as, holding regular supervisions and practitioners meetings to assess and identify practitioners performance, strengths and areas for improvement. Observations of practitioners performance is regularly completed by the manager who also guides practitioners in their teaching skills. However, some aspects of practitioners knowledge of the seven areas of learning and methods used to track some children's progress is not secure or embedded since the last inspection. Furthermore, on some occasions teaching is variable. Consequently, not all children make good progress given their starting points. Practitioners value children's and parents ideas and suggestions to

make improvements.

Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs. For example, parents of new children starting are offered sensitive support and a good range of information about how their children will be looked after while offering flexible settling in times and sessions. Practitioners gather useful information pertinent to individual children to help them settle more quickly and keep parent's updated with how their child is settling in. Parents spoken to praise the practitioners on making them feel welcome and listened to, how comfortable they feel and how clearly information is exchanged. Practitioners understand the importance of also working closely with external support networks, such as, the improvement officer to address previous actions and continue to make improvements in the quality of teaching which generally benefit children. Practitioners also work closely with teachers and other carers to share information about children when moving on to their next stage in their learning.

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	EY469403
Local authority	Leicestershire
Inspection number	965414
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Little Starz Childcare Ltd
Date of previous inspection	03/03/2014
Telephone number	07446132268

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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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