

Little Stars Nursery

Kemsley Village Hall, The Square, Ridham Avenue, Kemsley, SITTINGBOURNE, Kent, ME10 2SL

Inspection date

17/09/2014

Previous inspection date

14/06/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children's health and well-being are compromised because staff do not always follow good hygiene procedures when changing nappies to reduce risks of cross-infection.
- Children with special educational needs and/or disabilities and children who learn English as an additional language do not receive the support they need to make good progress in their learning and development.
- The quality of teaching is poor and staff do not plan a good range of challenging activities, based on children's needs and interests, to help children make consistent progress in relation to their starting points.
- The provider fails to monitor staff's performance effectively to identify weaknesses in the quality of teaching.
- Partnerships with parents are not effective to support children as they settle into the nursery, to establish their starting points for learning.

It has the following strengths

- Children benefit from daily opportunities to play and learn in the fresh air when they explore the outdoor play area.

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 observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector sampled documentation, including policies and assessment plans.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with parents.
- The inspector observed the children and staff playing and interacting together.

Inspector

Sara Garrity

Full report

Information about the setting

Little Stars Nursery registered in 2012 and operates from a modular building next to the community hall in the village of Kemsley, in Sittingbourne, Kent. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and there are 47 children attending in the early years age range. The nursery receives funding to provide free early education for children aged two, three and four years. It is open each weekday from 8am to 6pm, all year round. The nursery supports children with special educational needs and/or disabilities and also children who learn English as an additional language.

There are 12 members of staff, including the manager, nine of whom hold appropriate early years qualifications at National Vocational Qualification level 2 or above; other staff are working towards achieving a qualification. One member of staff is fluent in Polish. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that sufficient information is gained from parents to establish children's initial abilities and interests, fully engage them in the settling-in process and keep them up to date about their children's progress
- ensure all staff consistently maintain and implement the nursery's policies and procedures with regard to nappy changing, to minimise the risk of cross contamination
- monitor staff performance effectively to ensure that all staff offer children consistently high-quality learning experiences
- ensure that planned educational programmes provide enjoyable and challenging learning experiences for all children based on their individual interests, needs and stages of development
- improve the quality of teaching to support all children in the acquisition of communication and language skills
- ensure that children with special educational needs and/or disabilities are consistently supported to make progress.

Inspection judgements

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

Staff lack understanding of the learning and development requirements to ensure that children are suitably challenged and engaged. Consequently, children's progress is limited. Staff observe the children regularly. However, staff do not use the information to assess and plan for children's next steps in their learning. Therefore, staff do not provide children with suitable challenges to engage and extend their learning and development. Staff set out the playrooms with a variety of resources for the children to choose from. However, the main nursery environment is generally unimaginative and does not engage or interest children. Subsequently, the play activities on offer do not sufficiently challenge the children. Staff in the baby room offer the babies an interesting assortment of resources to extend their physical skills and develop their curiosity. They enjoyed playing with a range of objects in a treasure basket. Babies used their developing physical skills to pick up objects and shake or rattle them to see if they made any sound.

Staff work closely with other agencies to assess the individual needs of children with special educational needs and/or disabilities to put together individual play plans. These plans are intended to ensure children receive the right support and are not disadvantaged in any way. However, staff do not effectively implement these plans or adequately support the children fully while in the nursery. The special educational needs coordinator has put in place systems to support children who learn English as an additional language. She has introduced the use of sign language and picture card timelines to help children's communication, as well as support them to learn about daily routines. However, staff do not use these effectively to help children who learn English as an additional language to understand routines or instructions. Therefore, they are not able to easily understand the changes in the daily routines.

The low-level storage units make it easy for the children to access the available resources independently. Therefore, children are able to make some decisions about their play. Children enjoyed sharing books with adults as well as looking at them independently. This helps to develop children's literacy skills as they learn that print carries meaning and how to handle books appropriately. They enjoyed making ice creams using the play dough. They filled cups and were eager to show their friends how the machine works. Staff helped children who were struggling by holding the plunger and encouraging them to have a go. Staff praised the children's attempts and achievements. This helps to encourage children's confidence and self-esteem. All staff talk to children on their level and repeat words to reinforce the correct pronunciation. However, staff do not make sufficient use of questions to encourage children to think and make connections between their life experiences. Therefore, staff do not provide sufficient opportunities to move the children forward in their learning and development. This results in children being unable to make adequate progress and they become disengaged.

Staff work closely with the local schools to support children's move into reception class. The teachers visit the nursery, and staff place a selection of different uniforms in the role-play area. This helps the children to familiarise themselves with the items as well as

practising dressing in preparation for the next stage in their learning. The staff have built positive relationships with most parents. Most parents spoken to were pleased with the daily communication they received from the staff about how their child has been. However, some parents were not fully aware of what their child is learning while at nursery or did not feel supported during the settling-in process.

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

Most children settle into the nursery easily. However, the settling-in procedures at the nursery are not sufficient to ensure adequate information is collected to support all children, including those who learn English as an additional language. This means that children's needs are not met and they are unable to form strong attachments to staff. The staff generally work closely with parents to meet the specific care needs of babies and children. There is a key-person system in place to help children begin to bond with a familiar adult. Every child is assigned another adult to give children someone else to turn to if their key person is not available. However, not all parents are fully aware of who looks after their child when their key person is away. This means that staff are not always effective in communicating with parents.

The staff provide the children with set routines; as a result, most children are aware of what happens next throughout the day. Most children play sociably together and generally they behave well. Staff provide the children with a selection of resources to engage with in the garden area. The children are all eager to go outside to play and explore. The staff are positive role models and demonstrate good manners as they encourage the children to say please and thank you. Overall, this adequately supports children's awareness of managing their own behaviour.

The outdoor space enables the children to improve their physical skills as they walk on stepping stones to develop their balance and coordination. They negotiate the rungs of the ladder before excitedly sliding down the other side. The children relish being outside in the fresh air and are beginning to learn about a healthy lifestyle. The children were keen to show staff the spider web they had found in the playhouse. The children looked at the web. However, staff did not make good use of such spontaneous events to extend the children's interest in the spider and web. Consequently, opportunities for the children to learn about the world around them are lost. The indoor environment lacks interest. The range of available activities and resources are generally uninspiring and not regularly rotated. As a result, children's learning and development is not suitably promoted by appropriately challenging and interesting activities.

Staff remind the children to wash their hands before meals as well as after using the toilet. The children are able to access the toilets independently, which enables them to develop their self-care skills. . Staff do not always follow good hygiene procedures when changing the children's nappies to reduce risks of cross-infection. For instance, staff do not always use aprons, wash down the changing mat or wash their hands after changing children's nappies. This does not ensure the health and well-being of children and puts them at risk of infection.

The children enjoy a healthy snack of fruit and cereal. Staff foster the children's independence skills by allowing them to serve themselves and pour their own drinks. The children have access to fresh drinking water throughout the day. Lunchtime is a social occasion where the children sit down as a large group to enjoy either a nutritious hot meal or a packed lunch prepared at home. Staff sit with the children and talk with them about what they are eating as well as other foods the children like. Staff are aware of any special dietary requirements the children may have. Babies are encouraged to experience new foods and have a selection of finger foods as they begin to learn to feed themselves. This system sufficiently supports children's awareness of a healthy diet.

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

The provider is in breaches of a number of the statutory requirements that have a significant impact on the welfare and learning and development of children. The provider has not fully addressed all the recommendations set at the last inspection to improve outcomes for children. Staff carry out some assessments of the observations on children. However, they do not use this information to identify and plan for children's next steps in their learning. In addition, the learning environment, resources and experiences on offer to the children are not sufficiently varied or challenging to motivate the children to learn. Therefore, children's learning and development is not suitably supported to help them not make progress in readiness for the next stage of their education.

The provider does not ensure that staff follow good hygiene practices when changing nappies. Therefore, staff do not maintain children's health at all times.

The nursery has recently moved to a new building and has a new baby unit on site. The manager does not use self-evaluation effectively to identify the weaknesses and strengths of the nursery. She has action plans in place to further develop some areas of the nursery. For example, plans are in place to create an additional garden area to provide an outside space for the older children to further develop an interest in a healthy lifestyle.

The premises are secure. Gates and doors are locked when children are in the nursery, Staff examine visitors' identification before allowing them entry and require them to sign in. Robust recruitment procedures are in place. The manager undertakes references and vetting on staff prior to them taking up their position at the nursery, therefore ensuring their suitability. The manager has induction procedures in place as well as ongoing support for staff, with one-to-one supervision meetings as well as yearly appraisals. However, the monitoring systems the provider has in place are not sufficiently robust to identify and address key weaknesses in staff practice, particularly their teaching. This has a detrimental impact on children's learning and development.

Staff liaise with other professionals and the local authority to support children with additional needs. However, the provider does not monitor the quality of teaching to ensure that staff are meeting children's learning needs. Therefore, some children become

disengaged and lack focus, especially if the activity is not challenging enough.

The staff have developed close links with some parents. However, they do not fully engage all parents with the settling-in procedures, which means that some parents are not fully involved in their children's learning and development. It also means that staff are not able to support children's particular needs to enable them to settle well and feel secure and ready to learn.

Parents receive a range of information from the nursery and have a designated notice board with information leaflets. A member of staff, who speaks Polish translates some of these documents into Polish to support some parents who speak Polish as their first language.

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	EY438353
Local authority	Kent
Inspection number	845573
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	47
Name of provider	Claire Adele Elliott
Date of previous inspection	14/06/2012
Telephone number	07432145378

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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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