

# Little Stars

15 Derby Road, Hilton, Derby, Derbyshire, DE65 5FP

## Inspection date

30/09/2014

Previous inspection date

24/06/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 make good progress because teaching is good and staff focus sharply on helping children to acquire the necessary skills for their future learning.
- Children are safe at the nursery because staff are vigilant in their supervision and implement the effective safeguarding policies and procedures throughout the nursery.
- Children form very strong relationships with key persons, who provide good emotional support at all times. Therefore, children settle readily.
- Staff involve all parents in their children's learning through a good exchange of information, which encourages parents to share children's achievements at home.
- Children's behaviour is good. This is because staff know them well, respond to their individual needs and have high expectations. Consequently, children have high levels of self-esteem and confidence.
- Staff work well as a team. Consequently, they continuously strive to improve the nursery and the service provided for children and families.

### It is not yet outstanding because

- Staff do not fully guide children to extend their already good critical thinking skills, in order to increase children's problem-solving skills.

## 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 held discussions with the management team and spoke to staff, children and parents during the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of staff's suitability, and a range of policies and record keeping procedures.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Little Stars was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted and recently extended property in Hilton, South Derbyshire. Children are cared for in age-appropriate areas and there are three enclosed outdoor play areas. The nursery is open Monday to Friday from 7.30am until 6.15pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 85 children on roll, of whom 37 are in the early years age range. Older children also attend an out of school provision. The nursery provides funded early education for two-, three- and four-year-olds. There are 26 members of staff employed who work directly with the children. Of these, 23 hold appropriate early years qualifications, including three at level 2 and 14 at level 3. The deputy manager holds a qualification at level 5 and the managers hold level 6. The owners hold Qualified Teacher Status and Early Years Professional status.

### What the setting needs to do to improve further

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

- inspire pre-school children to build on their critical thinking skills, for example, by providing rich opportunities during activities, which help children think more about problem solving.

## Inspection judgements

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

Staff meet the needs of all children at this cosy and vibrant nursery, and endeavour to give them the best possible start in life. Staff know the children well and they tailor activities and their teaching methods well to meet the needs of the children. Staff collect information from parents and carry out observations as children settle into the nursery. This helps staff to quickly establish children's starting points so they can plan activities and experiences that interest children and build on their existing skills. Staff plan around themes, which they adapt according to children's interests and individual learning styles. Staff record observations of children at play and use the information gathered to plan next steps in their learning. Summaries of progress are completed regularly and are shared with parents and carers. Parents are invited to share information about what their children do at home. This means that any gaps in children's learning are quickly identified and support is well planned. As a result, all children make good progress relative to their starting points.

Staff's quality of teaching is effective. They make good judgements about when children need time to play and explore independently, or with other children. Staff notice children's characters and attributes and encourage them to take the lead in their learning.

Throughout the nursery, staff routinely encourage children's learning and development across all areas. As a result, children are acquiring the necessary key skills for their future learning. Staff have attended training on 'Every Child a Talker' and provide a sharp focus on teaching good communication and language skills. They sensitively use gesture to support communication with younger children and provide commentary on their play. As a result, children confidently learn new words and build sentences. Staff interact skilfully with children as they extend their language through their imagination. They use questions effectively to help children develop the storyline of their imaginative play. Staff extend children's language and communication and engage them in purposeful conversation. All children receive good guidance to develop their play experiences throughout the nursery. For instance, babies explore textures while staff model how to trawl their fingers through straw, and toddlers thoroughly enjoy squeezing and pressing paint as they mix to create different colours. This means children's sensory development is progressing well. Pre-school children enjoy being creative and skilfully use a range of tools, such as chalks, pens, glue spreaders and paintbrushes, to make their creations. Staff praise children for their effort and invite them to explain their work to the inspector. Consequently, children give meaning to their marks as they hold conversations and demonstrate well-developed skills in speaking and listening.

Children are very physically active throughout the nursery and have a wide range of activities to develop these skills. For example, they use wheeled toys and climbing equipment outside, and dancing and parachute play indoors. Children enjoy being outside and have opportunities to explore and investigate and be active learners. Children have a fascination with water play, which is supported well by staff as they transport the water to paint the fence and watch the water disappear into the ground. However, staff do not always build on children's critical thinking skills by providing extended problems for them to solve. For example, by asking 'What could we use to carry more water to the fence?' or 'How could we stop the water disappearing?' Children learn early mathematical skills through everyday activities. Staff further provide adult-led activities that encourage children to learn number recognition through fun games. For example, children hunt for objects in their environment and match the objects to the numbers. This activity excites children who comment as they run around finding things 'This is fun!' Children enjoy looking at books, which feature strongly in each room. Staff provide cosy, comfortable book areas where children independently look at books, and the environment is rich in print. This helps children to understand that print carries meaning and aids their early literacy skills. Children learn information and communication technology well. Babies and toddlers use cause and effect toys and thoroughly enjoy pressing buttons and watching as shapes pop up. Pre-school children are competent at using the computer to play matching and word games and use the remote control car skilfully to manoeuvre it around the room. Children have opportunities to dig, plant vegetables and hunt for worms in the garden area, which helps them to learn about the natural world.

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

Children are settled and eager to engage in their activities as they arrive. They burst through the main door with excitement, knowing the routine as they remove their coats and point out their pegs to parents and carers confidently. Staff get to know children and

their families well and share regular information about children's needs so that these are fully met. They work with parents on children's care routines, such as potty training. This means children have continuity of care, which gives them emotional security. Children are very happy in the welcoming, family environment of the nursery, as staff are caring and are aware of their individual needs and how they prefer to be comforted if they are tired or distressed. Parents stay with children for settling-in sessions until they are ready to be left. Children's confidence increases as they form close bonds with their key person, and there are very good relationships between all staff and children. Babies are cared for by sensitive staff, who know their care routines well. Staff snuggle with babies as they recognise they are tired and know when they are thirsty and hungry. Staff provide a home-from-home environment that caters for their individual needs effectively.

Children are beginning to understand about healthy lifestyles. Staff provide meals and snacks that are prepared by the chefs, and children enjoy healthy, balanced meals. Pre-school children learn to be independent as they choose when to have their snacks and which fruit they would like. They access their own water bottles throughout the day and manage their self-care routines well. For example, they collect their own plates, cups and cutlery for lunch and serve their food by themselves, with careful guidance from staff. Furthermore, they take themselves to the bathroom and choose whether to play inside or outdoors. Toddlers are helped well by staff as they learn these routines. Children chat to each other and staff at mealtimes to develop their social skills, and staff observe hygienic practice as they wipe the tables before children have their meals. Children are active each day and play outdoors. They learn to manage risks safely as they use the climbing equipment with close supervision.

Behaviour is very good and even very young children enjoy playing together and value each other's company. They are praised by staff for their achievements and good behaviour so they know they are valued. Staff ensure children share the toys, and older children tidy up well as they know where all the toys belong. Staff value children's efforts and show this by displaying their achievements, which helps promote their self-esteem. Children enjoy the choice of what and where they play and show confidence and good independence skills as they move around the rooms. Staff promote children's safety well and teach children how to use equipment safely. They teach children how to look after themselves as by practising the fire evacuation procedure regularly. Moves to new rooms and to school are managed sensitively and parents are involved at each stage. This means that both children and parents become familiar with the child's new key person or their school teachers, and information is shared so that their needs continue to be met. Children are well prepared for school through stories and discussions about what they can expect to do there.

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

Management demonstrate a very good understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are robust and ensure children are safe and kept from harm. The manager demonstrates a high awareness of safe recruitment procedures and ensures staff

are all checked through the Disclosure and Barring Service. She obtains references and has a probationary period in place to ensure staff are suitable to work with children. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. Risk assessments are detailed and reviewed regularly. Consequently, children are cared for in a safe environment. A regular review of the comprehensive policies and procedures ensures they are relevant to practice, and new policies, such as mobile phone and camera use, are shared with all staff. This helps to keep staff fully informed at all times and protects children's welfare.

Management have a commitment to reflect on their practice, which clearly identifies strengths and areas for improvement. For example, the nursery aims to improve the quality of teaching from all staff through sharing good practice within the team and targeted professional development training. Generally good systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress, which means that gaps in learning are quickly identified and strategies are implemented to narrow the gap. The management team are passionate about improving opportunities for children's learning. The manager and deputy observe staff practice and make accurate assessments on the quality of teaching. Staff are further able to improve their quality of teaching through attendance on regular training courses, with further training identified to enhance supporting learning through children's interests. The impact of this training on children's learning is already evident as they are making good progress towards the early learning goals.

Partnerships are very good. Staff work alongside other professionals to ensure that children are kept safe and get the most from their learning opportunities. Facilities offered by the nursery, such as a stay and play session, mean that children become familiar with the nursery from a young age. In addition, parents and staff develop confidence working together, and with other professionals, to benefit the children. Parents and carers speak highly about the nursery. They say their children enjoy attending. They can see progress in their children's development, and comment that they gain the skills needed to help them make the move to school. Parents and carers feel comfortable in the nursery environment and are encouraged to take part in activities with their children and nursery staff. Opportunities are available for parents to share their views of the nursery through face-to-face discussions, comments in their children's learning journal and questionnaires. Management have introduced grandparents' and father days to encourage more partnership with children's families.

### **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. 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

<b>Unique reference number</b>	EY312022
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	862084
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	122
<b>Number of children on roll</b>	191
<b>Name of provider</b>	Little Stars Nursery Limited
<b>Date of previous inspection</b>	24/06/2009
<b>Telephone number</b>	01283 734488

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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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