

Little Stars

30a Church road, Harrington, Workington, Cumbria, CA14 5PT

Inspection date	21/11/2014
Previous inspection date	23/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of teaching is good. The staff assess and monitor children's progress effectively so they can accurately plan the next steps in their learning and respond quickly when additional support is required. This means that children continue to make good progress in relation to their starting points.
- Children are happy and form a close bond and secure relationship with their key person, which helps them feel safe and secure.
- Children are provided with a safe and secure environment because staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are well protected.
- Staff are supported well in their continuous professional development and through effective performance management. As a result, staff's knowledge of early years issues is very good.

It is not yet outstanding because

- Some children are not provided with customised strategies to help them express their needs more clearly, to assist with desirable behaviour, to help them know what to do and to understand what to do next.
- Strategies to encourage parents to share information and promote children's learning at home are not always successful. As a result, staff do not have a full and clear picture of what children do at home, to inform their planning.

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 had a tour of the premises.
- The inspector observed children playing in the main playroom and the rear outdoor play area.
- The inspector held discussions with the manager, the staff and the children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents of the early years children.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Little Stars Nursery was registered in 2007 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in premises in the Harrington area of Workington, and is managed by a board of directors. The nursery serves the local area and is accessible to all children. It operates from one main room divided into separate areas and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff who all hold appropriate early years qualifications at level 3 or level 4. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 30 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further strategies for all children with limited speech and language to help with desirable behaviour, to help children know what to do and to understand what is going to happen next, for example, by developing a set of customised pictures for rules, for routines and for the timetable of the day
- develop further strategies to help engage parents more in their children's learning and to share information about what children do at home.

Inspection judgements

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

Children are enthusiastic and motivated in their play. This is because staff have high expectations for the children in their care and provide interesting and stimulating activities that engage their curiosity and imagination. The quality of teaching is good because the staff take the time to get to know the children from the very first day that they start with them. This means that they can offer them the most appropriate activities and the individualised support they require. Children are active learners and are willing to have a go. For example, staff fill the sand and water trays with different sensory materials, such as shredded tyres and rice cereal. The children enthusiastically investigate these new experiences and as a result, they are positively engaged in their learning. Children make choices and decisions in their play, and confidently help themselves from a range of resources. They help themselves to a box of construction materials and between them they decide what they will make and how they will make it. As a result, they create and become critical thinkers who have their own ideas to find and choose ways of doing

things. Children make good progress in their learning because the teaching methods match children's individual needs. This is because the staff know the children and they have a very good understanding of the Early Years Foundation Stage. For example, the good staffing ratios enable staff to provide additional one-to-one support for those children with special educational needs and/or disabilities.

Children are happy and have fun. They are well supported in developing the necessary skills required for effective learning. Children's self-esteem and self-confidence is promoted effectively through the positive praise they receive. Their communication and language skills are effectively promoted through the constant interaction with staff. Staff challenge children by asking them questions and by giving them time to answer, so children think for themselves and solve simple problems. For example, while children play a parachute game the staff ask the children what will happen to the balls when the parachute flies up in the air. Children listen well to staff's instructions and show good understanding when they are shown what they have to do, so that they know how to play. Children learn social skills and manners. They undertake group activities where they need to be patient, and learn to share and take turns. For example, during table-top activities and when playing on equipment outside. Children participate in a good balance of child-led and adult-led activities where their independence is effectively promoted. They are encouraged to make their own choices and decisions about what they do during the day. However, for some children this is more difficult than for others. The recent introduction of a picture exchange communication system, which uses pictures to develop communication skills, helps children with a wide range of learning, speech and communication difficulties. The children are beginning to use the system as a way of children communicating their needs to staff and making choices for themselves. However, other methods to support communication skills have not been developed by the staff to further support all children with limited speech and language. For example, the use of pictures that help to support children to use desirable behaviour, keep to a routine and to help them understand what is going to happen next. Children develop a sense of belonging because their art work is displayed throughout the nursery. This helps children to feel valued and respected by others and also prompts discussion with staff about previous activities. Children's physical development is promoted outdoors. For example, they enjoy riding round on wheeled toys, climbing the steps of the ladder to the top deck of the wooden ship and then taking turns to slide down the chute to the safety flooring. Staff have installed a mud kitchen into the gazebo and removed the storage items so children can use this area more effectively.

Staff establish a good partnership with parents by getting to know the families well. They obtain all the required information when starting nursery, and this enables staff to complete a full assessment of children's needs. The planning follows children's interests and the next steps in their learning, which contributes at a later date towards the monitoring of the provision. Staff value and encourage parents' role in their children's learning. Although staff take the time to speak with parents on arrival and at collection times, strategies to further encourage parents to share information about what children do at home are not always successful. As a result, opportunities to maximise on children's learning and latest interests are not shared to further support children's development. Staff provide evidence of children's development through written records, which are made available for parents to add their comments and observations. These documents contain

photographs, observations and assessments of children achievements, including the progress check which is completed between the ages of two and three years for each child. Staff observe and assess children's development as they play. They keep detailed records of children's progress and current interests, which they use to inform the planning of children's next steps. The manager and staff team all contribute to the planning process, which is shared with parents. Staff ensure that children are offered a good balanced of play opportunities that promote each area of learning and are based on their interests. Parents' relationships with staff are good. They are confident to approach staff for advice and staff support the parents in obtaining further help from other professionals when required. Staff then work closely with other professionals or multi-agency workers to help children improve in their development and to reach their full potential in readiness for school. Children with special educational needs are supported well by experienced staff, and as a result, children's needs are identified and help and support is put in place. Staff work in partnership with the health professionals supporting the children and the families, so that they fully understand the children's needs and complement the strategies implemented to help them to progress in their development.

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

The key-person system is firmly established and fosters positive relationships between staff, children and parents. Children benefit from warm and caring relationships with their key person. They are confident in approaching the staff to talk with them about recent events or to ask them for help if they need it. Staff generate good partnership working with parents in order to support children. They help new children to settle easily because they provide an individualised settling-in programme that is tailored to meet each child's needs. As a result, children are happy and feel secure, and they quickly develop a close bond and a secure relationship with key staff members. Children's emotional well-being and social skills are promoted effectively by staff through practical routines and activities. Staff help children to feel welcome by encouraging them to join in activities. Although this may be a slow process at times with some children, staff are deployed effectively to support their needs accordingly. Therefore, children begin to engage well with others, become positive learners, learn about acceptable behaviour, and become highly motivated in their play. As a result, they are well prepared for their future move on to school.

Staff create a warm and welcoming atmosphere for everyone who arrives at the nursery. Staff are calm, caring and show respect for everyone. Therefore they create a positive and inclusive environment. Parents and visitors are warmly welcomed into the building and are not rushed away once the children have settled. Parents praise the staff for their openness and support during settling-in times. Children respond well to short visits and become more at ease in their surroundings. They learn the social skills required for playing together in small and large groups and begin to understand how to manage their own behaviour and to tolerate others. This is because staff offer them clear guidance on acceptable and non-acceptable behaviour. This results in children understanding how to keep themselves and other children safe and to consider the feelings of others. Staff use positive praise with the children. They are quick to explain to children why some things they do may hurt themselves or others. Staff consider children's safety and well-being when furnishing the play areas. They ensure that children can easily access resources and

activities that they are interested in, and make sure resources are of a high quality and age appropriate. The play areas are well organised, inviting, and well resourced. Staff arrange activities in the outdoor play area to the best of their ability around a large static wooden ship, purpose built for the children. The children thoroughly enjoy playing on this piece of equipment, and even the smallest of children learn to climb the ladder safely to the top deck under the close supervision of the staff.

Children from an early age begin to learn about basic health and hygiene practices. They know why they must wash their hands before eating and why their hands need to be clean. Children are supported well in developing their independence and self-help skills. For example, they put on their own coats when going outside, and take them off when returning indoors. Meal times are used to help children to learn the importance of sitting down together, which promotes the opportunity to learn social skills and manners. Staff encourage children to hand out the beakers and plates, pour their own water and hand round their snack. This promotes children's sense of belonging and develops their independence in readiness for school. Nappy changing is conducted hygienically and in an unhurried manner and toilet training is supported by parents and staff when children are ready. Staff help children to learn to keep themselves safe both indoors and outside. For example, they ask children to line up together before going outside and ask them to be careful when riding the wheeled toys. Children also learn about the community in which they live, through visits to the local shops and places of interest.

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

The manager and staff have a secure knowledge and understanding of their responsibilities with regard to safeguarding. They are fully aware of the signs and symptoms of child abuse and the appropriate authorities to contact, should they be concerned about a child's welfare. All staff have completed safeguarding training and they regularly discuss these issues and look at relevant documents. They are fully aware of the procedures to follow and who to contact if an allegation is made against them or another staff member. The manager ensures that practices and policies are constantly reviewed and revisited regularly by staff, for example, during monthly staff meetings. Therefore, all staff are kept updated with changes in legislation, including the procedures for the new safeguarding referral system implemented by the Local Safeguarding Children's Board. Children's welfare and well-being is effectively promoted. This is because staff deploy themselves to meet children's needs and supervise them successfully to ensure that they are adequately protected. In addition to this, all visitors to the nursery are recorded, have their identity checked and they are never left unsupervised with the children. Staff keep accurate records of accidents, medication administration and attendance, which helps staff to protect children and promote their welfare. There are effective processes in place for the selection and safe recruitment of new staff. These include a full and detailed induction procedure once employed and ongoing suitability checks completed at regular intervals. Staff have a good understanding of the importance of risk management. Written risk assessments are in place and these are reviewed regularly to reflect current needs. The manager has risk assessed the indoor and outdoor play area, in order to successfully address the actions set at the last inspection.

The manager, staff, parents and children are provided with opportunities to be involved in evaluating the quality of the nursery. They make good use of the various systems they have in place, such as, staff meetings, discussions with parents, and written questionnaires, to inform the self-evaluation process. The manager and staff take advice from the local authority development workers to improve the nursery and to continue to develop their working practices. This enables the staff team to continue to provide good quality care, teaching and learning for all children, therefore, ensuring that all children continue to make good progress. Staff maintain a focused improvement plan with the support of the local authority worker, which highlights targeted areas that they need to improve. All the previous actions and recommendations have been addressed and this has successfully improved the safety of children in the nursery, the medication procedures, the outdoor play area and the gathering of information from parents. The manager and staff work well together as a team. Staff are additionally supported through staff meetings, and regular supervision meetings. The manager is keen to support the continued professional development of all staff and has a peer-observation system in place to inform the supervision process. Three of the staff have recently obtained a Level 3 qualification in equality and diversity, which they feel has given them a much broader insight into equal opportunities and inclusive practice. Staff have a wealth of experience and continue to develop the nursery. They set high standards and have high expectations for the children. As a result, staff are effectively meeting the requirements of the Early Years Foundation Stage.

Staff work in partnership with a number of health professionals, who specialise in supporting children and families. Staff have a good understanding of the help these professionals can offer, which supports them in seeking further help and support when it is required. When children attend more than one setting during the week, staff share information with these providers to ensure continuity of care and learning. As result, all those working with the children work together to promote children's welfare, learning and development. The nursery's good partnership working with parents ensures that they are kept well informed of their children's progress. Parents report that the staff and the nursery are 'fantastic'. They state that their children love attending and are always happy and settle with ease.

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	EY362567
Local authority	Cumbria
Inspection number	962838
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	30
Name of provider	Little Stars (Workington) Limited
Date of previous inspection	23/01/2014
Telephone number	01946 834439

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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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