

Mini Stars Childcare LTD

UK Centre for Carnival Arts, 3 St. Marys Road, LUTON, LU1 3JA



Inspection date

4 February 2015

Previous inspection date

6 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good because practitioners link planning, observations and children's interests effectively. As a result, children make good progress in their learning and development.
- Children are kept safe as practitioners have a good understanding of how to safeguard them. Robust recruitment procedures are in place to ensure that all practitioners working with children are suitable to do so.
- Practitioners work in close partnership with parents through a well-established key-person system. Therefore, all children's needs are met.
- Practitioners' already good understanding of how children learn is enhanced through the manager's effective supervision, mentoring and training opportunities.
- Practitioners effectively celebrate cultural diversity with children. They regularly access projects within the adjoining arts centre to learn about the world.
- Managers and practitioners identify any emerging gaps in children's development. They effectively and promptly seek advice from other professionals and agencies, so that no child's progress falls behind.

It is not yet outstanding because:

- Practitioners do not always position babies close enough to their peers. This sometimes makes it difficult for them to interact with others as they play.
- Practitioners have not taken every opportunity to enhance the existing book corner to create an even more inviting and comfortable space in which children extend their love of books and their literacy skills.

What the setting needs to do to improve further

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

- enhance babies' already good learning experiences by positioning them with their peers as they play to maximise their social development and learning opportunities
- review the layout of the book corner, to make it even more inviting and comfortable for children to access and use, in order to further extend their already good literacy skills.

Inspection activities

- The inspector viewed all areas of the nursery and garden used by children.
- The inspector held a meeting with the managers and providers of the nursery.
- The inspector looked at children's assessment and planning records, evidence of suitability of practitioners, and a range of other documentation, including safeguarding procedures, risk assessments and self-evaluation records.
- The inspector observed activities in the nursery and garden and talked to practitioners and children.
- The inspector undertook a joint observation with the manager.

Inspector

Katrina Rodden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Practitioners use a wide range of resources, engaging children in stimulating activities to extend learning. They skilfully question children, encouraging them to explore and experiment. For example, children enjoy pushing small cars through foam. As they make marks, they describe what they see and feel. Practitioners provide the most appropriate activities for individual developmental levels. However, on occasions young babies are settled to play slightly apart from others, reducing opportunities to interact with peers. In turn, learning through imitation and social development is not always maximised. Practitioners effectively arrange the nursery layout, allowing children to self-select materials. However, by further enhancing the book corner, there is room for practitioners to create an even more comfortable and inviting area. They already effectively engage children, as they read to them in large groups, bringing stories alive with puppets. They support children who speak English as an additional language and those with special educational needs and/or disabilities. For example, they use visual timetables and sign language to increase children's understanding and communication.

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

Practitioners are positive role models for children. They set good examples and encourage children to share and take turns. Practitioners encourage children to make healthy lifestyle choices. Fresh fruit is offered and nutritious meals are prepared for the children. Practitioners explain to children why it is important to wash their hands, and children enjoy brushing their teeth after lunch. Practitioners teach children how to keep themselves safe while allowing them to take developmentally appropriate risks as they play. For example, children learn how to safely climb a set of stairs in order to play on a raised area within the group room. As children grow, practitioners effectively prepare them for their subsequent move to school. They invite teachers to visit the nursery, and answer questions as they talk to children about any concerns they might have.

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

The providers continually strive to enhance the quality of care and education within the nursery. Robust safeguarding procedure, including detailed risk assessments exist. Managers ensure all areas of nursery and garden are frequently checked. Any hazards are removed to keep children safe at all times. Regular team meetings enable managers to support practitioners to implement new procedures and routines. As a result, managers and practitioners are highly motivated to enhance the already good quality teaching and care. Managers monitor children's progress to ensure all practitioners consistently and effectively teach children. Managers regularly evaluate the service, reflecting on any recent changes to make sure they benefit all stakeholders. Parents complete questionnaires which include comments and suggestions. Managers meet other providers to share best practice and gain further ideas to implement within the nursery. Consequently, managers maintain high standards in which children thrive.

Setting details

Unique reference number	EY396927
Local authority	Luton
Inspection number	994408
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	41
Name of provider	Mini Stars Childcare Limited
Date of previous inspection	6 October 2014
Telephone number	01582 437 121

Mini Stars Childcare Ltd was registered in 2009. It is situated in a self-contained unit within the UK Centre for Carnival Arts building in Luton. There are currently 10 staff working directly with the children. Of these, one holds an appropriate early years qualification at level 2 and nine hold qualifications at level 3 or above, including two with Early Years Professional status. The nursery opens Monday to Friday, all year round, except for one week during the summer holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery receives funding for the provision of free early education for three- and four-year-old children.

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