

Little Stars Leicester Ltd

33 Lutterworth Road, Aylestone, Leicester, LE2 8PH



Inspection date

7 April 2015

Previous inspection date

25 April 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| 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

- The management team are reflective and demonstrate a strong commitment to promoting a high quality provision. They have made significant improvements since the last inspection. As a result, the quality of the learning environment and teaching is now consistently good.
- Children make good progress and are motivated to learn because practitioners plan activities that are in tune with children's interests. As a result, children are deeply involved in their play and learning.
- Parents are pleased with the service the nursery provides and feel well informed about their children's learning and care. They speak highly of the friendly and supportive staff.
- Children are happy and confident in the nursery. This is because practitioners know the children well and form close attachments with the children. Consequently, children demonstrate they feel settled and secure in this caring nursery.
- Children are effectively safeguarded because the management team has robust recruitment procedures in place to check the suitability of all practitioners working with the children.

It is not yet outstanding because:

- Practitioners do not always use every opportunity to enhance children's ability to develop their language and show what they are thinking and learning.
- Practitioners do not always provide a broad enough range of opportunities for children to experiment by making marks and writing.

What the setting needs to do to improve further

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

- increase the use of teaching strategies, such as modelling thinking skills, to develop children's language and problem-solving skills by encouraging them to think and talk about alternative ways of doing things
- extend opportunities for children to experiment with making marks during play and alongside other activities, to develop their understanding of writing for a purpose.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with practitioners and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector held a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Inspection findings

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

Children are obtaining the skills they require for school. This is because qualified practitioners provide them with activities that encourage them to be independent and active learners. Practitioners promote children's thinking skills because they ask open-ended questions. However, opportunities for children to explore their thinking and problem solving are not extended. This is because practitioners do not always encourage children to talk through their reasoning when considering alternative ways to do things. In partnerships with parents, practitioners create photo books of children's families. This supports children's understanding of the similarities and differences between their own and their friend's families. Children who speak English as an additional language are given the confidence to learn English because their home language is valued in the nursery. Practitioners make good use of observations of children's learning to provide children with opportunities that extend their knowledge and understanding of the seven areas of learning. Children enjoy making marks. However, a wide range of writing materials are not always readily available in all areas. This means children cannot always experiment with different ways to make marks and develop the use of writing for a purpose.

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

All children and babies enjoy daily fresh air in the well-resourced outdoor area. Meals freshly prepared on site are healthy and nutritious. This promotes a healthy lifestyle. Children are learning about good hygiene practices because they wash their hands after using the toilet and brush their teeth after eating at lunchtime. Practitioners give children precise praise for their efforts, which promotes their self-esteem. In addition, photographs and displays celebrate children's achievements. This provides children with a sense of belonging and pride. Children's behaviour is good because practitioners use age-appropriate strategies to support children to share and take turns. Practitioners know how to safeguard children because they receive regular, high-quality training. Effective partnerships with the local schools ensures children are supported in their move to school.

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

The management team have made improvements to monitoring systems to ensure educational programmes offer children experiences that motivate and challenge them. Regular analysis of planning and tracking of children's progress allows any gaps in provision to be identified and action taken. Improvements to the quality of teaching have been made through a more targeted approach to observation of practice and a good system of supervision. Practitioners are encouraged to attend training to improve their skills. In addition, the qualified management team coach and mentor staff to continually improve their teaching and the outcomes for the children. The nursery works effectively with outside professionals and parents to support children with special educational needs and/or disabilities.

Setting details

| | |
|------------------------------------|----------------------------------|
| Unique reference number | EY470492 |
| Local authority | Leicester City |
| Inspection number | 974662 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 52 |
| Name of provider | Little Stars (Leicester) Limited |
| Date of previous inspection | 25 April 2014 |
| Telephone number | 01162839991 |

Little Stars Leicester Ltd was registered in 2013. The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications. Three members of staff hold a qualification at level 5, one at level 4 and four hold a qualification at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

