

# Little Stars Day Nursery

60 Ness Road, Shoeburyness, SOUTHEND-ON-SEA, SS3 9DG



## Inspection date

21 April 2015

## Previous inspection date

3 July 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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good because all staff understand how to promote children's learning. As a result, all children are making good progress, including those whose needs or circumstances require particularly sensitive intervention and additional support.
- Children enjoy a wide variety of activities, and resources are easily accessible, which encourages children's independence as they make their own choices with regard to what they play with.
- Effective partnerships with parents and strong links with the local schools and children's centre mean that there is a cohesive approach to meeting children's needs and ensures that they are prepared for the next stage in their learning.
- Staff have a good understanding of safeguarding procedures. This is underpinned by robust policies and procedures. Consequently, children's safety and well-being is well promoted.
- The senior leadership team fully understand the requirements of the Early Years Foundation Stage. They ensure good management and leadership of the setting and are committed to self-reflection and improvement.

### It is not yet outstanding because:

- Children have fewer opportunities to learn about different mathematical concepts, such as weight and length.
- Children do not have sufficient opportunities to experience all areas of learning in the larger outside play area in order to enhance their progress and promote individual learning styles, because staff do not enrich this outside learning environment.

## What the setting needs to do to improve further

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

- provide more opportunities for children to measure different weights and lengths, for example, by providing resources, such as scales and rulers
- improve the larger outside area to give children more opportunities to experience all areas of learning in order to enhance their progress, for example, by enriching the environment with visual images reflecting the prime and specific areas of learning.

### Inspection activities

- The inspector observed teaching practices in the toddler room, pre-school rooms and garden.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Tina Mason

## Inspection findings

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

Staff have a secure knowledge of how children learn and use this to ensure that they support children effectively. Children thoroughly enjoy exploring the role-play areas, where they spend long periods of time using their imagination. For example, children use a large cardboard box as a bus that takes them to different destinations. Staff support children by getting down to their level, speaking clearly and asking questions that encourage children's language and thinking skills. Younger children have good opportunities to explore and investigate their immediate environment. Older children engage in some activities that support their mathematical skills. They learn about the differences and similarities of two- and three-dimensional shapes by comparing them side by side. However, opportunities to learn about concepts, such as measurement and weight are not consistently planned for. Children develop their writing skills well because they have plenty of resources to write with, such as clipboards and paper in the home corner. These activities help to prepare them with the skills they need in readiness for school.

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

Children form strong secure attachments to their key person. As a result, children are confident, happy and have a strong sense of belonging. The close links with staff within the setting supports a smooth transition from the toddler room to the pre-school room. Parents state that staff are friendly and caring and that children are very happy. Staff are good role models for the children and they use clear rules and gentle reminders to support children to manage their own behaviour. Children are provided with healthy snacks and lunches and their independence skills are fostered well. Children have access to two outdoor areas; this helps them to remain healthy as they get lots of exercise and fresh air. The smaller area is well resourced. However, the larger outside area does not always offer the same good range of experiences and activities to enhance children's learning.

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

Leadership is strong. The manager and the senior leadership team demonstrate a firm commitment to extending children's learning. Robust recruitment, induction and supervision processes are in place. This ensures all staff working with children are suitably vetted, qualified and experienced and continue to understand their role and responsibility within the setting. The senior leadership team ensure that the progress of all of the children attending is monitored, enabling them to identify individuals, or groups of children who may need additional support. This means that any shortfalls within the provision are addressed swiftly. Parents are kept fully informed about their child's learning through daily verbal feedback about the activities that children have engaged in. They regularly view their children's development folders and contribute with their own observations from home. Staff work hard to establish and maintain successful partnerships with other professionals. This means they can obtain the advice and guidance they need to support the children and their families.

## Setting details

<b>Unique reference number</b>	EY450733
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	986197
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Chung Chan Hoang
<b>Date of previous inspection</b>	3 July 2014
<b>Telephone number</b>	07880 888 666

Little Stars Day Nursery was registered in 2012. It is open from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Eight staff work with the children. Of these, five hold appropriate early years qualifications at level 3, including the registered provider who has Qualified Teacher Status.

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