

Inspection date

22 April 2015

Previous inspection date

22 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

- Consistent assessment of children's development ensures their progress is closely monitored. Any gaps in children's learning, or weaknesses in teaching, are quickly identified. Prompt action is taken to ensure children are supported to make strong progress from their starting points.
- A strong focus on developing children's skills in the prime areas of learning means that all children have secure foundations that prepare them for future learning. Staff work with parents to monitor the progress of children who have English as an additional language. This means gaps for this group of children are narrowing.
- The nursery is a very well-resourced, and well-planned environment, both indoors and outside. This means children enjoy good-quality learning opportunities that capture their interests and motivate them to learn.
- Children develop strong bonds with staff and each other. Children's independent play is supported by good interactions with enthusiastic staff. Children behave well because they are engaged and learning is fun.
- The nursery is proactive in establishing partnerships with other professionals. This ensures there is a shared approach to promoting children's care and learning.

It is not yet outstanding because:

- On occasions, staff miss opportunities to skilfully question children. This means children are not always encouraged to think critically and come up with their own explanations for why some things happen or not.
- Systems in place to involve parents in their children's learning are proving to be successful for the majority of parents. However, there are a small number of parents who are not as well informed.

What the setting needs to do to improve further

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

- continue to build on the good systems in place for engaging parents in their children's learning, so that all parents know how they can be involved in their learning and how they can continue their children's learning at home
- help staff to recognise more opportunities where they can encourage children to think critically, test out their ideas and develop their own explanations as to why things happen or not.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations of staff practice with the nursery manager.
- The inspector held a meeting with the nursery manager and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working there.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

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

The nursery has worked hard to develop robust partnerships with parents and other professionals. They are building a shared approach to children's care and learning, to make sure each child's learning needs are promoted. On the whole, most parents engage well with the nursery and are involved in their children's learning and development. Staff also work closely with them to support them in continuing their children's learning at home. However, this is not always the case and some parents are not as actively involved as others. Assessment is detailed and accurate. Planning effectively targets each child's learning needs. For example, children develop their understanding of numbers and letters to prepare them for more formal learning in school. Staff use their thorough understanding of children's learning and good-quality teaching to provide a wide range of learning opportunities. Communication and language development is successfully promoted using a combination of sign language and spoken language. Occasionally, opportunities to ask children questions and involve them in discussion are overlooked.

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

Parents are invited to stay in the nursery and this helps children to settle quickly. Children's key persons spend time with each child's parents when they initially start at the setting, finding out about the child. This effectively promotes children's personal, social and emotional development and supports a smooth move into the nursery. Teachers from local schools visit children in the nursery. Having a familiar adult supports their move to the school setting. Children freely access the outdoor environment, in all weathers. Children benefit from fresh air and exercise as they climb trees, build dens and develop imaginative play. Staff teach children to assess potential risks so that they learn about their own safety. Staff help children to develop independence in self-care. Good hygiene routines, such as hand washing, are promoted. Children help themselves to snacks and pour their own drinks.

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

Policies and procedures are implemented effectively to ensure children are safeguarded and protected at all times. The strong, qualified team of staff, students and other professionals supports a shared commitment towards delivering good-quality care and learning. Self-evaluation is consistently used to identify areas for improvement, as the needs of families attending the nursery change. The nursery is proactive in promoting partnerships with other professionals so that they can offer support to families as a whole. Records of communication with other professionals are kept. Successful arrangements for staff recruitment, regular supervision and monitoring of staff performance promotes consistently good-quality practice. Parents and children are fully included in the evaluation of the nursery and their ideas bring about improvements. For example, photographs displayed with simple explanations are used to help parents understand how the nursery promotes their children's learning.

Setting details

Unique reference number	EY453569
Local authority	Doncaster
Inspection number	1011535
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	22
Name of provider	Veeravaley Kaur and Dawn Turton Partnership
Date of previous inspection	22 April 2014
Telephone number	07914 429509

Little Stars was registered in 2012. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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

