

Little Starz Childcare Ltd

Grobby Village Halle, Leicester Road, Leicester, LE6 0DQ



Inspection date

8 June 2015

Previous inspection date

9 September 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

- Children are happy and making good progress in their learning and development. This is due to the well-qualified staff who interact well with children, offering a good balance of adult-led and child-initiated play opportunities.
- Children behave well. They are secure in the daily routines, enjoy their chosen play activities and listen and react well to input from staff. Children receive lots of praise and encouragement, which builds their confidence and self-esteem.
- Staff promote a very calm, relaxed and friendly atmosphere. As a result, children settle well and are very secure and comfortable. Parents and carers develop trusting relationships with staff from when their child first starts.
- Partnerships with parents are good and parents share very positive views about the provision. They value the individual key-person system, ongoing feedback and the relationships that they and their children have with staff. They identify the good progress that their children are making and the good communication systems.
- Children feel safe at the setting due to effective staff deployment, monitoring of arrival and collection procedures and through gentle reminders as they play.

It is not yet outstanding because:

- Staff do not always extend or develop children's self-chosen play to promote their developing speech and language skills. This is particularly apparent for those children who have special educational needs and/or disabilities.
- Staff do not always make the most of spontaneous opportunities to build on children's problem-solving and critical thinking skills.

What the setting needs to do to improve further

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

- ensure all staff use every opportunity to support children, in particular those who have special educational needs and/or disabilities, to practise and develop their growing spoken language skills during self-chosen play activities
- extend children's critical thinking and problem solving skills through the use of effective questioning to challenge and enhance their learning.

Inspection activities

- The inspector observed activities in the main play space and outdoors.
- The inspector held a meeting with the manager and nominated person of the pre-school.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- 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

Alex Brouder

Inspection findings

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

Children make good progress in their learning. Staff observe and assess children's individual learning. They effectively identify and promote their next steps in learning and plan meaningful activities. Overall, children's communication and language skills are developing well. They confidently talk about past experiences and use spoken language well during their imaginative play. However, staff do not consistently support those children who may have special educational needs and/or disabilities, in self-chosen play activities, to build on their communication skills. Children freely explore the environment. They enjoy making cakes and biscuits out of dough and discovering the range of patterns they can make using the cutters and rollers. Children develop their mathematical skills well. For example, they name numbers and shapes on toilet doors and begin to use print when writing postcards in the role-play area. Children begin to think about their play and problem solve as they complete puzzles. However, staff do not make the most of opportunities to enhance or extend these skills. For example, when the bubbles run out, staff fill them up without asking children how they think they can make more.

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

Overall, children are well prepared for their move to school. Teachers from local schools are invited into the setting to meet children and staff take children to visit their new school. This helps children to feel confident and secure with change. Children's health and independence is well promoted as they use the toilet unaided and pour their own drinks. Staff work closely with parents to ensure children are offered healthy snacks and food to promote their well-being. Flexible settling-in sessions are offered and parents are encouraged to stay until their children are happy to stay on their own. This process enables staff, parents and children to form trusting bonds and attachments. Children learn how to keep themselves safe, as staff remind them not to run indoors. In addition, older children remind visitors to, 'stay behind the white line' or they may be injured by a bike.

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

The management and their staff team work well together and have a good knowledge and understanding of the requirements to safeguard children from harm. They have successfully addressed previous actions and recommendations. Staff have attended training to increase their knowledge and understanding of how children learn. The management team takes time to monitor the delivery of the curriculum and assessments made on children's learning. This has a positive impact on the quality of teaching and children's progress. Overall, all children are effectively supported and develop their skills steadily. Staff work with outside professionals as well as parents to closely monitor and support children's progress. The pre-school has developed effective strategies to work with other early years settings, should any of the children in their care attend more than one provision. This helps to contribute to children's continuous care and learning.

Setting details

Unique reference number	EY469403
Local authority	Leicestershire
Inspection number	990703
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	46
Name of provider	Little Starz Childcare Ltd
Date of previous inspection	9 September 2014
Telephone number	07446132268

Little Starz Childcare Ltd was registered in 2013. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am to 3pm on Monday, Thursday and Friday and 8am to 1pm on Tuesday and Wednesday. The pre-school provides funded early education for three- and four-year-old children.

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