

Inspection date

12 June 2015

Previous inspection date

9 February 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff have an excellent understanding of how children learn through play, exploration and investigation. They provide a very broad range of interesting and rich experiences to promote babies' and children's learning.
- Key persons know and understand children's individual interests, needs and skills very well. They expertly promote children's next steps in learning through a well-balanced mix of child-led play activities and planned experiences.
- Planning and assessment arrangements are precise and sharply focused. Leaders and staff carefully monitor and track children's progress. They target support to enable children to make rapid progress in relation to their starting points.
- Staff are calm, caring and attentive. They understand the importance of strong attachments and form excellent relationships with children. Babies and children settle quickly, develop confidence and are very happy in the setting.
- Children's good health is promoted very successfully. They enjoy healthy snacks and freshly-cooked meals. They benefit from excellent opportunities to continue their learning outside in the fresh air. Provision for outdoor learning is extremely good.
- Children's safety is given high priority. Children are safeguarded exceptionally well as staff have a thorough understanding of how to implement policies, procedures and safe working practices to ensure that children are kept safe.
- There are highly effective systems in place for sharing information and involving parents, carers and other professionals in children's learning. This successfully promotes a consistent approach to children's care and development.
- Rigorous systems for evaluating practices, including gaining the views of parents and children, mean that leaders have a clear understanding of the strengths of the provision and areas where even further improvements can be made.

What the setting needs to do to improve further

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

- consider further ways for staff to learn from and share their excellent practice with one another, so that the outstanding level of quality is maintained.

Inspection activities

- The inspector had a tour of the nursery with the co-manager.
- The inspector observed teaching and learning activities, indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the co-manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Inspection findings

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

Children have a wealth of opportunities to explore and to investigate. Staff create a rich learning environment which is carefully organised so that children can find and use resources by themselves. The very well-qualified staff skilfully use their expertise in teaching to extend children's learning. For example, as babies explore different balls, staff demonstrate what happens if they put a ball into a sloping tube. Babies watch and then are fascinated to try this for themselves. They investigate how balls roll down, but not up the sloping tubes. As older children use wooden blocks to build a castle, staff use photographs of castles to extend their creative ideas. They encourage children to think about how they will construct different parts, such as a bridge. Staff ask children questions to encourage them to express their thoughts and ideas. Staff regularly check children's progress in developing listening, understanding and speaking skills. They promptly target additional support for any areas of concern. Consequently, all children make very good progress in relation to their starting points. Staff carefully consider ways to promote children's early-literacy skills and to encourage older children to write with purpose. They skilfully weave in opportunities during play and everyday routines for all children to count and build on their growing mathematical understanding. Overall, babies and children are extremely well prepared for the next stage in their learning.

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

The key-person arrangements are highly effective. Staff work very closely with parents to maintain children's well-being. Children with special educational needs and/or disabilities are very well supported as staff are sensitive to their individual needs. Staff expertly promote children's sense of pride in their own achievements. Children's independence and personal-care skills are promoted extremely well. Staff are excellent role models. They have high expectations and successfully support children to share, take turns and play cooperatively. Older children are involved in agreeing shared expectations for behaviour. This results in children being highly motivated to behave very well. Children have excellent opportunities to manage risk as they use equipment outside for balancing and climbing.

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

Leaders are inspirational. They have an excellent understanding of the requirements of the Early Years Foundation Stage. They are highly effective in continually driving improvements to maintain excellence in every aspect of the provision. Since their last inspection, leaders have extended and enhanced the facilities. Highly successful arrangements for checking staff performance ensure consistent, high-quality practice across the staff team. Leaders are keen to further enhance these arrangements. This is to give staff opportunities to observe and review one another's practice and to share their excellent teaching skills. Staff have superb opportunities for continued professional development and ongoing training. Exemplary partnerships with local schools mean that children are exceptionally well supported for moving on to school.

Setting details

Unique reference number	EY372057
Local authority	Warwickshire
Inspection number	849734
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	53
Number of children on roll	105
Name of provider	Foalyard Nurseries Limited
Date of previous inspection	9 February 2009
Telephone number	01827717549

Little Stars was registered in 2008. The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 6. The nursery opens from Monday to Friday all year round, operating from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

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