

Tiny Stars Canterbury

Printing House, Simmonds Road, Canterbury, CT1 3RA



Inspection date	9 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Relationships between the staff provide a good model and this helps children learn how to behave towards others. The staff maintain enthusiastic, lively and harmonious interactions and children are positive and motivated to learn.
- Staff have a good understanding of how to promote the learning and development of children to meet their individual learning needs well.
- Staff provide children with a range of opportunities to learn about people and communities beyond their immediate experiences, to increase their awareness of diversity.
- The environment is highly stimulating, indoors and outdoors. Staff provide visual prompts to help to promote the daily routines and to encourage children to make independent choices.
- Children make good progress in their learning and development in relation to their starting points.

It is not yet outstanding because:

- Staff do not make the most of opportunities to promote children's literacy skills effectively. For example, during activities staff do not always help children to make meaningful marks or help them to link letters and sounds to words.
- The self-evaluation process does not regularly consider parents' views to help identify more precisely where 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:

- strengthen opportunities to promote children's early literacy skills
- continue to develop the self-evaluation process further and strengthen opportunities for parents to regularly contribute their views, to help precisely target areas for improvement.

Inspection activities

- The inspector observed activities and the interactions between staff and children in the indoor and outdoor environments.
- The inspector took part in a joint observation with the manager.
- The inspector took account of parents' views through discussion with them.
- The inspector viewed a range of written documentation, including children's development records and policies and procedures.
- The inspector spoke to staff and managers about different aspects of their roles, including planning and safeguarding.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The leadership team's effective monitoring helps to ensure that individual and groups of children, including those who have identified needs, receive appropriate support. Overall, self-evaluation identifies some ways to improve the quality of provision. For example, staff are making changes to the outdoor area to create a more stimulating environment for children. A well-established programme of professional development helps staff to improve their knowledge, understanding and practice. Staff use what they learn to improve the outcomes for children. Safeguarding is effective. Staff implement their safeguarding procedures effectively and know where to refer their concerns for children's welfare. They check the environment for potential hazards so that children can play in safety.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how to promote children's learning and development. Staff skilfully build on children's interest to extend their learning, for example, they ask questions to encourage children to think for themselves. Staff use observations and assessments to plan effective next steps in children's learning. Parents engage in their children's learning and development. They contribute to starting points, as well as termly tracking documents, to help provide a consistent approach to children's ongoing development. Independence and mathematical development are promoted effectively to prepare children for starting school. For example, children are encouraged to dress themselves independently for the outdoor area.

Personal development, behaviour and welfare are good

Children are well behaved. They have a clear understanding of routines. For example, they sing along to a song about tidying up and know that this means it is time to tidy up. Staff strengthen children's confidence and sense of belonging very well. For example, they constantly praise children for their achievements. Staff give clear messages to children about why it is important to have a healthy diet. For example, they explore why milk is good for your teeth and how fruits and vegetables are good foods that help to make you grow. A well-established key-person system helps children to form secure attachments and promotes their well-being and independence well.

Outcomes for children are good

Children attending the setting are happy and motivated to learn and explore. Children develop confidence and a sense of achievement. Children are encouraged to be independent, for example, they help to lay the table for mealtimes and are encouraged to pour their own drinks. Children make good progress from their starting points and effectively develop the key skills needed for their next stage of learning.

Setting details

Unique reference number	EY489431
Local authority	Kent
Inspection number	1021823
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	20
Number of children on roll	22
Name of provider	Tiny Stars Day Care Ltd
Date of previous inspection	Not applicable
Telephone number	02088505048

Tiny Stars Canterbury registered in 2015. The nursery is open from 8am to 6pm, from Monday to Friday, all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are five staff, including the owner. Of these, one member of staff holds a degree in childhood studies, and two members of staff hold relevant qualifications at level 3.

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