

## Inspection date

24 May 2016

Previous inspection date

6 July 2015

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not fully developed staff's teaching skills to ensure that children are consistently challenged in their learning in order to help them make the best possible progress.
- Staff do not always fully support and extend children's interests, particularly in their imaginative play.
- Children do not always have opportunities to fully develop their understanding of healthy lifestyles. For example, staff do not always talk to them about the importance of eating a range of foods to support their good health.
- The provider does not consistently identify all areas where they can improve outcomes for children, such as by fully monitoring the progress of different groups of children.

### It has the following strengths

- The provider meets regularly with staff to discuss training needs and observe their practice to target areas for improvement.
- Staff provide regular opportunities to involve parents in their children's learning. For instance, they have daily discussions and share children's learning records. This helps support a consistent approach in meeting children's individual development and care.
- Children behave appropriately according to their stage of development and individual needs; for example, staff remind them to share and take turns.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve further the ongoing support available to help staff continue to develop their teaching skills and challenge children more effectively in their learning	24/06/2016
■ improve opportunities for children's to extend on their emerging interests and imaginative play.	24/06/2016

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

- increase opportunities for children to learn about the importance of leading healthy lifestyles
- continue to build on the systems to evaluate what is working well and where additional changes will improve outcomes for children even further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the provider.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector spoke to parents and children.

### Inspector

Sarah Stephens

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has made positive steps towards improving the quality of the provision. For example, she has sought help from other professionals in evaluating their practice. Staff have attended training to increase their skills. However, the provider recognises there are still areas to develop further. She has begun to monitor individual children's progress; although, this does not yet consistently identify all areas where they can improve outcomes for children. Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. The provider has effective recruitment and vetting procedures. For example, she conducts interviews, seeks references and completes the relevant suitability checks. This helps keep children safe from harm.

### **Quality of teaching, learning and assessment requires improvement**

Staff regularly observe and assess children's achievements in order to plan for what they need to learn next. However, the ongoing support for staff has not yet fully addressed the weaknesses in the consistency of staff's teaching skills. For example, staff do not always fully engage and challenge children in their learning to help them make the best possible progress. Staff do not always skilfully respond to children's developing play and ideas. For example, children use their imagination, pretending to be dinosaurs and lions. However, staff do not make effective use of the opportunity to extend children's ideas and imaginative play further. Staff understand how to work with other settings that children attend to provide continuity in meeting their individual needs.

### **Personal development, behaviour and welfare require improvement**

Staff do not always make effective use of snack times and mealtimes to extend children's understanding of healthy eating. For example, they miss opportunities to talk to children about the importance of eating a range of healthy foods. Children form secure emotional attachments and positive relationships with staff. For example, staff quickly recognise when children are not themselves and provide them with extra support. They encourage children to respect and value each other's differences. For example, staff learn words in children's home languages and provide food from around the world.

### **Outcomes for children require improvement**

Children make some progress in relation to their starting points. However, they are not fully supported to make the best possible progress. Children enjoy developing their mathematical skills, such as counting trains and comparing the lengths of flamingo legs. They learn to keep themselves safe. For example, children listen to stories about fire safety and practise regular emergency evacuation procedures with staff.

## Setting details

<b>Unique reference number</b>	EY331503
<b>Local authority</b>	Kent
<b>Inspection number</b>	1021498
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Leiza Veronica Tuitt
<b>Registered person unique reference number</b>	RP908788
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	01474 354720

Little Stars Nursery registered in 2006 and is located in Gravesend, Kent. The opening hours are Monday to Friday, from 7am to 7pm, for 50 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. There are six members of staff, five of whom hold relevant early years qualifications.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

