

Little Stars Day Nursery

Ferndale Primary School, Eastwood Road, Great Barr, BIRMINGHAM, B43 5RR



Inspection date

22 August 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

- The management team has an in-depth view of the educational programmes. There are effective systems in place to promote high expectations for all children's learning and development.
- Children make good progress in their learning and development. Teaching is of a good quality. Staff are highly skilled in guiding children's learning as they play.
- The key-person system is effective. Leaders place a high priority on reinforcing children's emotional well-being. Children build strong and meaningful relationships with their key person. They are well supported as they move on to the next stage in their learning. Children are emotionally secure and confident in the welcoming and nurturing environment provided by staff.
- All children benefit from successful communication methods used to involve parents in nursery experiences. Staff take every opportunity to share information about their child's daily care and how they can develop their child's active learning at home.
- Strong partnerships with other professionals ensure that all children receive continuity in their care and prompt support when needed. In particular, children who have special educational needs receive excellent levels of support.

It is not yet outstanding because:

- Information from assessment, although accurate, is not always used in a timely manner to precisely match children's individual learning needs. As a result, children do not always have enough opportunities to achieve at the very highest levels.

What the setting needs to do to improve further

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

- enhance the use of information gained from assessments, in order to focus more sharply on what individual children need to learn next and help close any gaps in their learning at a faster rate.

Inspection activities

- The inspector conducted a joint observation with the deputy manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and deputy manager of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the written views of parents and carers and those spoken to on the day.
- The inspector looked at a selection of policies and procedures, which included safeguarding policies, children's developmental records and a range of other documentation.
- The inspector checked evidence of self-evaluation and the suitability and qualifications of staff working with children.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The management team is highly motivated and strives for excellence. They regularly reflect on practice. Effective systems are in place to monitor the service they provide. This helps them to prioritise improvements and constantly improve outcomes for children. The arrangements for safeguarding are effective. There are good procedures in place to ensure regulatory staff training is up to date. Staff fully understand their responsibilities to respond to any concerns about a child's welfare. They are alert to the signs that may indicate that a child is at risk of abuse. Recruitment, induction and appraisal procedures ensure that staff are well qualified and suitable to care for children. Managers have high expectations of what each child can achieve in their learning and development. Staff attend training to add to their skills. The quality of teaching is monitored. Staff supervision sessions are used to discuss how they can enhance experiences offered to children.

Quality of teaching, learning and assessment is good

The well-qualified staff use the nursery's good processes for assessing and monitoring children's development. Leaders have a good overview of all children's development. They monitor the progress groups of children make. This allows staff to prioritise learning for particular groups of children, or areas of learning, to respond to emerging needs. Staff model the use of language to extend children's vocabulary and promote understanding. They repeat language back to the younger children and ask questions. This encourages children to think and to express their thoughts and ideas. Staff promote children's early literacy and communication skills during small-group activities. Toddlers develop confidence in speaking in a group and their listening skills are promoted as they take turns. Children listen to instructions and learn that information comes from computers. They are encouraged to recognise familiar letters and sounds as they investigate.

Personal development, behaviour and welfare are good

Staff provide a highly stimulating environment, in which children are keen to explore. Staff expertly arrange how toys and resources are displayed. This inspires children to explore recent learning, practise new skills, and follow their own interests. Children play cooperatively. They get along with each other and respect each other's differences. Children learn the importance of leading a healthy lifestyle. They learn that exercise makes their hearts beat faster after exercise. Children are able to choose what they would like to eat and serve themselves. Staff chat to children about which foods are good for them. This helps children to make positive choices that enhance their health and self-care skills as part of a sociable experience.

Outcomes for children are good

All children are curious and motivated to learn through play. They make good rates of progress, including those who receive funded early education. Children who speak English as an additional language are well supported. Their home language is respected and used to provide continuity for their learning. Children demonstrate they have confidence in their own abilities. They are developing the skills they will need when they are ready to move on to school.

Setting details

Unique reference number	EY480818
Local authority	Sandwell
Inspection number	989632
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	60
Number of children on roll	49
Name of registered person	Ferndale Primary School Governing Body
Registered person unique reference number	RP533906
Date of previous inspection	Not applicable
Telephone number	01213573326

Little Stars Day Nursery was registered in 2014. It is owned and managed by Ferndale Primary School Governing Body. The nursery employs 11 members of childcare staff and one volunteer. Of these, nine hold appropriate early years qualifications at level 3 and two hold qualifications at level 6. The nursery opens from Monday to Friday and all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disability.

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