

Little Stars Early Years

c/o Willington Children's Centre, Chapel Street, Willington, County Durham, DL15 0EQ



Inspection date	7 September 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 manager is a highly qualified, experienced and passionate practitioner who holds the best interests of children at the heart of everything she does. She leads a well-qualified staff team who shares her vision and seeks to provide the highest possible quality of care and education.
- Teaching is very good. Staff work closely together as a team to ensure that the needs of every child are met. They plan activities and experiences which engage and enthuse children. This helps them develop a love for learning and they progress well.
- Partnerships with other professionals, agencies, services and schools are outstanding. Excellent communication and cooperative working ensure that children and their families are extremely well supported.
- Children behave extremely well. They form strong emotional bonds with staff, who engage them in high-quality play. Staff help children to understand and follow rules and routines, as well as how to be kind and considerate to one another. This helps to foster a positive and happy learning environment.
- Children who have special educational needs or disability are extremely well supported. Staff develop strong and cooperative working with parents and linked professionals to ensure that children's specific needs are effectively met.

It is not yet outstanding because:

- Although professional development supports good teaching, it is not yet closely focused on raising teaching to the highest level possible.
- Self-evaluation does not yet assess the impact of practice on outcomes for children.

What the setting needs to do to improve further

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

- seek professional development opportunities for staff that raise the quality of their teaching even further
- strengthen self-evaluation systems and assess the impact of practice on outcomes for children.

Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector spoke to the manager, staff, parents, children and other linked professionals during the inspection.
- The inspector viewed a range of documentation, including children's records, policies and procedures, self-evaluation systems, qualifications, training records and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work tirelessly to engage parents in children's learning and to make sure that every child has the best possible start in their education. Parents feel very welcome in the setting and value the efforts of staff to meet the needs of their families. Regular observations and accurate assessments are used to track children's progress and ensure that gaps in learning and specific needs are swiftly addressed. Overall, the views of children and parents are sought and acted upon as part of improvement planning. The arrangements for safeguarding are effective. Staff are vigilant as children play; they keep the room secure and have altered the fire escape route to minimise dangers to children. Policies, procedures and risk assessments are used to good effect and staff know what to do if they have concerns about a child's welfare or development.

Quality of teaching, learning and assessment is good

Staff have a very good understanding of how children learn and develop and use a range of teaching strategies to support their individual learning styles. They help children to become confident communicators. Staff value children's utterances and encourage them to share their feelings and experiences as they play. They help children to link words to their actions. For example, children hear staff say the word bounce and repeat it as they bounce on inflatable toys outdoors. Children are well supported to develop an understanding of numbers and counting. They count together to check how many children are in each day and count up to three at the top of the slide, then let go as they 'swish' down the slide. Indoors, children use engaging learning programmes on tablet computers and show focus and dexterity as they touch the screen. Staff celebrate children's achievements with parents and build on their home experiences.

Personal development, behaviour and welfare are good

The environment for learning is vibrant, inviting and developmentally appropriate for children. Staff work very closely with parents to ensure that children feel secure when they visit the setting, prior to starting their sessions. They gather information from parents about children's care routines to provide continuity between home and the setting. Children learn to be independent and rely less on adults. For example, snack is self-service and they are keen to access this without help. However, staff are always close by to offer help or support if children are struggling to cope on their own. Drinks are always available to keep children hydrated. Staff teach children the importance of making healthy choices and getting regular fresh air and exercise outdoors. Children are supported to stay safe.

Outcomes for children are good

All children make good progress from their starting points. Staff help them to become active learners who make choices and develop confidence and resilience. They are very well supported to develop the skills and knowledge they need for the move on to school.

Setting details

Unique reference number	EY493098
Local authority	Durham
Inspection number	1026507
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Little Stars Early Years
Registered person unique reference number	RP911117
Date of previous inspection	Not applicable
Telephone number	07582981770

Little Stars Early Years was registered in 2015, is committee run and situated within Willington Children's Centre, County Durham. The manager has qualified teacher status. There are four other members of staff, two of whom hold appropriate early years qualifications at level 3 and two at level 2. The setting opens term time only, Monday to Friday. Sessions are from 9am to 3pm. It supports children who have special educational needs or disability and provides funded early education for two-, three- and four-year-old children.

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