

Little Stars @ The Academy

Long Field Academy, Ambleside Way, MELTON MOWBRAY, Leicestershire, LE13 0BN



Inspection date	7 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Opportunities to support children who have been identified as needing additional support are not maximised. Appropriate interventions have not been secured in a timely manner.
- Systems to check on staff performance are not yet effective to continually develop and improve the quality of teaching practice.
- Management is not yet monitoring the progress made by different groups of children to identify if there are any gaps in learning.

It has the following strengths

- Children have good opportunities to spend time in the fresh air, supporting their health and well-being. The outdoor play at the cottage is a particular strength to the nursery. This space offers plenty of opportunities for children to continue their learning outside and test out their physical skills.
- Children's safety and happiness are paramount. Staff are vigilant and consistently assess the environment for any hazards. They help children to understand how to stay safe and manage risks outdoors.
- Children behave very well at the nursery and cottage. They are encouraged to share, respect one another and look after their environment. This is because staff are good role models and help children to understand what is expected of them.

What the setting needs to do to improve further

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

Due Date

- make links with external agencies and other professionals so that children with identified needs make good progress in their learning; specifically their spoken language development. 16/09/2016

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

- monitor staff performance to evaluate their teaching practice, agree targets and plan personal development, in order to increase the potential to raise the quality of teaching to a higher level
- analyse the progress made by different groups of children and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors at both the nursery and cottage. She assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager and discussed the safeguarding policy and practice, self-evaluation methods and children's records.
- The inspector looked at relevant documentation, such as the policies and procedures, evidence of the suitability of staff working in the nursery and their qualifications.
- The inspector looked at children's assessments and the planning documentation.
- The inspector spoke to a small selection of parents, viewed written testimonials and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management requires improvement

The setting has a new management team in place. They are well qualified, experienced and have drive and determination to move forward. The manager has identified areas of weakness and made plans to make improvements. However, these have not been actioned in a timely way. She has not successfully monitored staff practice, which results in some weaker teaching. Links have not been made with outside professionals to offer even more support for children with additional needs. This means that not all children are being fully supported to reach their full potential. Arrangements for safeguarding are effective. Staff have a sound knowledge of the signs of possible abuse. Robust recruitment procedures mean that staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Some staff are fantastic role models who fully support children's learning. They ask a range of questions and effectively engage in children's play. However, some staff are not using the processes in place for observing, assessing and planning for children's learning. This means not all staff are able to plan and provide activities that consistently focus on children's next steps in learning. Next steps in learning for children who need additional support are not always planned for effectively. Staff do not always provide children with clear and manageable targets in order for them to make good progress in their development.

Personal development, behaviour and welfare require improvement

Children's personal development is not always well supported. Some children do not have the opportunity to engage in activities and experiences that motivate them and support their curiosity. Nevertheless, children have formed strong attachments to staff, who offer lots of positive praise and recognition for their efforts and achievements. This gives children a sense of belonging and boosts their self-esteem. Children enjoy regular opportunities to be physically active. Older children have opportunities to take part in movement sessions before sitting down for lunch. After these sessions children are encouraged to feel for their heartbeats and talk about how they feel. They are starting to learn about the effects of exercise on their bodies. Children in the Twinkle room are developing an understanding of how to keep themselves safe. They know they have to wear sun hats and sun cream before playing outside in the hot sun.

Outcomes for children require improvement

Not all children make good progress. This is because teaching is weaker in some areas of the nursery. Lack of monitoring from management means that children in receipt of funding are not making the progress they could be. Gaps in development are not closing quickly enough. Children in the cottage are well prepared for their future move on to school. They are curious and motivated to learn. Children display good listening and attention skills as they sit down to find out all about the tortoise that has come to play. They look at a factual book to find out about how to care for him. This helps children to start to understand that print carries meaning.

Setting details

Unique reference number	EY481161
Local authority	Leicestershire
Inspection number	987386
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	41
Number of children on roll	69
Name of registered person	Laura Jane Sanders
Registered person unique reference number	RP908162
Date of previous inspection	Not applicable
Telephone number	01664561234

Little Stars @ The Academy was registered in 2014 and is situated in purpose-built premises on the Long Field Academy School site in Melton Mowbray. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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