

Little Stars Pre-School & Nursery

St Luke's Church, Cell Barnes Lane, ST. ALBANS, Hertfordshire, AL1 5QJ



Inspection date

11 November 2016

Previous inspection date

23 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have very effective systems in place to support children who have special educational needs or disabilities and for children who receive additional funding. They work closely with other agencies to support children's individual needs and provide targeted support which enables all children to make steady progress.
- The key-person system successfully supports children to settle quickly in the nursery. Staff are supportive and sensitive to young children's needs and feelings. They establish close relationships with parents.
- Staff evaluate their practice and the learning experiences offered to children on a regular basis. They seek the views of parents and children. These are taken into account when areas for improvement are identified. Staff demonstrate a strong capacity to improve their practice over time.
- Children's language and communication is skilfully promoted through staff's positive interactions. A number of children who attend the nursery speak English as an additional language. Staff effectively support children to become confident. For example, they talk to them about what they are doing and introduce new vocabulary.

It is not yet outstanding because:

- Staff do not always notice or respond promptly to children's requests for support with tasks, such as using scissors, so that they can develop and extend their skills.
- On occasions, some older children are distracted by others and do not consistently remain engaged and involved in some activities.

What the setting needs to do to improve further

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

- respond swiftly to children's requests for support so that they can consolidate and extend their skills
- provide effective support to enable older children to focus on activities so that they remain consistently engaged and involved.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and discussed a joint observation with the nursery manager.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. She looked at the nursery's self-evaluation process and relevant documentation, such as the nursery's policies and evidence of the suitability of staff working in the nursery.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding about the signs and symptoms that may raise a concern about the safety and welfare of children in their care. The management team regularly evaluates assessments of children's progress and development to identify any gaps in their learning. The management team has implemented robust procedures for the recruitment and induction process of new staff. Managers evaluate staff's ongoing performance through appraisals and supervision meetings. Specific training is identified to support staff to further develop their knowledge and skills. Partnerships with parents are well established. They are regularly informed about their children's progress and achievements. Parents are provided with information and ideas that they can use to further develop their children's learning at home.

Quality of teaching, learning and assessment is good

Staff gather information from parents during children's initial settling-in sessions. This is used effectively to identify children's starting points in learning and enables staff to plan accurately to meet their individual needs. Children's mathematical development is effectively promoted by staff. For example, children are encouraged to write numbers one to five and count the correct number of small toy animals to match each number. Their small-muscle skills are strengthened through a range of activities, such as rolling out play dough and cutting out gingerbread men. Children develop their imaginative skills as they enjoy creating stories. For example, they dress up as superheroes and pretend to rescue their friends from danger.

Personal development, behaviour and welfare are good

Children behave well and staff provide clear and consistent messages to promote their understanding about the differences between right and wrong. They show care and consideration to each other. For example, children share toys and patiently wait for their turn to ride a bicycle. Children learn about keeping healthy. Staff talk to them about what food is good for them, they read books and take part in activities. Children are provided with daily opportunities for exercise. They have fun playing outside, joining in with ball games and using the range of toys and equipment available. This supports their physical development. Children enjoy taking on responsibilities, such as helping to clean and prepare the tables for lunchtime or tidying the toys away at the end of the session.

Outcomes for children are good

Children are becoming eager learners as they enjoy participating in the range of activities offered. They enthusiastically butter their crackers and pour their drinks as they develop their independence skills. Children start to sing familiar songs as they eagerly play musical instruments. They have fun exploring and listening to the different sounds these make. Children make good progress from their starting points and learn the necessary skills in readiness for moving on to school.

Setting details

Unique reference number	EY384344
Local authority	Hertfordshire
Inspection number	1059825
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	40
Number of children on roll	53
Name of registered person	Caroline Ann George
Registered person unique reference number	RP514753
Date of previous inspection	23 October 2012
Telephone number	07824774102

Little Stars Pre-School & Nursery was registered in 2008. The nursery employs nine members of childcare staff. Of these, five hold qualifications at level 3 and above. The nursery opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and children who speak English as an additional language.

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