

# Little Stars Day Nursery

Grimsby Institute of Further & Higher Education, Laceby Road, GRIMSBY, South Humberside, DN34 5BQ



## Inspection date

Previous inspection date

1 December 2016

20 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team guides and supports a well-qualified and experienced staff team to provide good quality teaching. They ensure that children's safety is embedded in the ethos of the nursery and prioritised at all times.
- Staff are supported in their roles through one-to-one meetings to discuss their progress and to identify further training opportunities. Recent training has increased opportunities for children to develop their learning outside in the natural environment.
- Staff use information gathered from observations well to make accurate assessments of children's learning. They provide children with a wide range of activities and learning experiences that helps them to make good progress.
- Relationships between staff and children are strong. Children flourish because everyone takes care to make sure that they settle quickly, are happy, safe and emotionally secure.
- Children behave very well. Staff give them clear information that helps them to manage their own behaviour. Children are motivated to learn, eager to join in all activities and demonstrate their enjoyment and ability to learn.

### It is not yet outstanding because:

- Staff do not always obtain enough information from parents before their child starts at the nursery, so that they are fully informed of each child's learning abilities.
- Staff do not consistently involve all parents in their children's ongoing learning and development or gather feedback about the nursery, in order to help contribute to children's good progress.

## What the setting needs to do to improve further

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

- enhance the breadth and depth of information gathered from parents about children's prior learning skills on entry to the nursery, to help better inform initial starting points
- develop more effective partnership working with parents, so that all parents are able to contribute to the good progress children are making.

### 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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team.
- The inspector looked at relevant documentation, such as the nursery's policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff attend training and have a good knowledge of the signs of abuse and where to report concerns about children's safety. They promote the safe use of mobile phones and the building is very secure. Recruitment procedures are robust to ensure only suitable people are employed to work with children. The monitoring of individual and groups of children's learning is effective in quickly identifying any children needing further support. Staff share information during meetings, identify improvements in each of the rooms and implement strategies to enhance the experiences children receive. They share information with schools when children move on to support consistency in their learning.

### Quality of teaching, learning and assessment is good

Staff work very well together and are passionate about improving the care and learning experiences they provide for children. Activities are fun and well planned to extend children's knowledge. Older children develop good literacy skills. They write the first letter of their name and begin to recognise rhyming words. Staff provide babies with resources to develop their senses. They help the youngest children to develop their mobility and put toys slightly out of reach, to encourage babies to reach out and crawl. Toddlers enjoy singing songs and rhymes with staff. They dress up in scarfs and proudly walk around the room, showing off what they are wearing to others. Staff weave mathematical language into children's play. For example, they count children's toes as they paint their feet and the number of cars that children line up on the floor. This helps children to develop their understanding of numbers and counting.

### Personal development, behaviour and welfare are good

Each room is organised exceptionally well, and staff work closely together to promote children's interests and learning. Staff support children well as they move rooms within the nursery. Parents are consulted and children go for visits with their key person. Information is shared between staff to ensure consistency in children's care and learning. Children develop good social skills. Staff encourage them to share and take turns. Mealtimes are social occasions where staff talk to children about what they are eating. Meals are nutritious and support a healthy lifestyle. Children are confident to do things for themselves. For example, they wash their hands prior to eating and help to prepare the snack area.

### Outcomes for children are good

All children, including those receiving early education funding, make good progress in their learning and development. Children are thoroughly engaged in their play and willing to try new activities. This helps them to be prepared for their move on to school. Children develop problem-solving skills and negotiate ways to put the car track together. They experiment using trial and error to see whether cars can fit through tunnels. Outside children develop their balance and coordination when they ride on scooters and climb structures. They demonstrate that they feel comfortable to take and manage risks in a safe environment.

## Setting details

<b>Unique reference number</b>	205543
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1063664
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Grimsby Institute for Further and Higher Education
<b>Registered person unique reference number</b>	RP903534
<b>Date of previous inspection</b>	20 March 2013
<b>Telephone number</b>	01472 315530

Little Stars Day Nursery was registered in 1986. The nursery employs 28 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3, two at level 4, one at level 5 and three at level 6. The nursery opens from Monday to Friday all year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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