

Inspection date	9 January 2017
Previous inspection date	22 May 2014

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

- Leaders and staff have high expectations for maintaining good outcomes for children. They successfully identify areas for improvement through detailed self-evaluation. They have targeted effectively the recommendations set at the last inspection. For example, there are increased opportunities for children to write independently.
- Staff have a good understanding of how children learn, and they plan engaging activities. They complete regular assessments and leaders monitor children's achievements, to plan effectively and narrow any gaps in learning. Children make good progress.
- Children behave well. Staff support children to understand about fairness, how to take turns, share and be kind. Children are very considerate of their friends' needs, such as passing on the water jug to other children at the lunch table.
- Leaders and staff develop good relationships with other professionals and early years settings. They work closely to meet children's care, development and learning needs.

It is not yet outstanding because:

- At times, staff complete simple tasks for older children rather than encouraging them to do things for themselves to develop further their independence skills.
- Leaders and staff do not ensure that all parents are fully informed of their children's progress and what they need to learn next, so they can work more consistently together to meet children's needs.

What the setting needs to do to improve further

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

- offer more support for staff to know when to encourage children to manage tasks for themselves, to further support children's independence
- share information more effectively with all parents, to keep them fully informed about their children's next steps for learning so that they can work consistently together with staff to meet children's needs.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observations, assessments, planning records, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff update their safeguarding knowledge regularly. They fully understand their responsibility to protect children and know what they need to do if they are concerned about a child's welfare. Safeguarding is effective. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. Leaders have developed effective systems to support the well-qualified staff. For example, they have regular supervision and team meetings to help develop staff practice. Staff are supported well with training opportunities to update their professional knowledge and expertise. This has a positive impact on children's learning outcomes. For example, staff have used new knowledge well to support children to develop an early understanding of linking sounds to letters.

Quality of teaching, learning and assessment is good

Staff work closely with parents when children first start. They find out about children's likes, interests and abilities so they can plan for their learning from the outset. Staff support children well to develop their mathematical knowledge. For example, staff helped children to understand about the concepts of heavier and lighter as children noticed the changes in balance while they used the seesaw. Younger children engage enthusiastically in imaginary role play. Staff plan for younger children to gain useful early literacy skills. For example, children complete tick charts and forms in their fire station role play, to check they have all the play resources they need to put out pretend fires.

Personal development, behaviour and welfare are good

Staff help children well to settle with the move into the setting and between the rooms. They offer comfort and reassurance to help children feel secure. All children benefit from outdoor play and exercise to support their physical development. Staff support children with activities, such as self-portraits to help children to understand about similarities and differences between themselves and others. Young children enjoy being helpful; for instance, babies are encouraged to take a full part in putting away their toys at the end of their play times. Staff teach older children about keeping themselves safe, such as reminding them how to handle and use scissors safely.

Outcomes for children are good

Children develop good skills to prepare them well for the next stage in their learning, including going to school. For example, older children develop a good knowledge of letters and sounds, and enjoy activities to develop this further. Children are confident, happy and motivated to learn. All children make good progress. They are competent communicators who confidently ask questions. For example, children were keen to know how the breakfast cereals they used in their creative activities were made.

Setting details

Unique reference number	EY271568
Local authority	Swindon
Inspection number	1068677
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	104
Name of registered person	Swindon College
Registered person unique reference number	RP907604
Date of previous inspection	22 May 2014
Telephone number	01793 498 430

Little Stars nursery registered in 2003. It operates from premises on the site of Swindon College. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is open each weekday for 48 weeks of the year. Sessions are from Monday to Thursday from 8am to 5.30pm and on Friday from 8am to 5pm. There are 21 staff working with the children; of these, three hold early years qualifications at level 6, one holds a qualification at level 5, 15 hold a qualification at level 3 and two are qualified at level 2.

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