

Inspection date	26 January 2017
Previous inspection date	23 May 2013

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

- The management team has high expectations for the quality of teaching. Managers expect high professional standards from staff and provide strong leadership. For instance, they frequently work alongside staff to model the high teaching standards they expect.
- Managers establish good partnerships with parents and other professionals that support all children's development and care. Parents speak highly of the staff team, especially the way that they exchange information, such as through the social network page. This enables parents to know what the children have done each day, to easily communicate with other parents and exchange views and concerns.
- Planning is extremely child focused. Staff use children's interests to provide activities and play that challenge them. They know how each child prefers to learn, such as outside or in a group, and make that possible.
- Managers regularly monitor children's progress. Their detailed tracking identifies any children making more or less progress than expected to allow staff to plan specifically for them to catch up and make steady progress.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to extend children's awareness of healthy eating.
- Staff do not make full use of available opportunities to develop children's awareness of similarities and differences between themselves and other people in the wider world.

What the setting needs to do to improve further

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

- explore further ways to help children develop an even better awareness of healthy foods
- make better use of opportunities to develop children's understanding of similarities and differences in people around the world.

Inspection activities

- The inspector observed how staff interact with children throughout the nursery and in the garden.
- The inspector spoke to children, staff and parents to gather their views.
- The inspector looked at a range of documents including policies, self-evaluation and staff and children's records.
- The inspector held meetings with managers and specialist staff to discuss their roles.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Managers support the staff team very well, such as through regular meetings and training. Staff and managers observe and review each other's performance. Managers require all staff to improve their skills, such as through professional development. This has enhanced, for example, how less experienced staff manage children's behaviour, giving them more confidence and consistency. Managers constantly evaluate performance against requirements and children's needs. They invite staff, parents and children to contribute their views, and they make adjustments, large and small, in their aim to be the best they can. Safeguarding is effective. Child protection is on every meeting agenda for discussion, to refresh staff's knowledge gained, for example, through training to safeguard children's welfare.

Quality of teaching, learning and assessment is good

Staff are good teachers. They are attentive and assess when their support is needed and when to allow children to find out what they can do themselves. They make learning enjoyable and plan activities that meet all children's interests. For example, some children explored what dinosaurs ate while others preferred to feed dolls real baby food. They spoon fed the dolls carefully and then gave them bottles of water to drink. Staff support babies' and children's speech and language. Children enjoyed playing 'What's the time Mr Wolf?' outside; they counted their steps to match the time given until 'dinner time'.

Personal development, behaviour and welfare are good

Children develop a strong relationship with one particular member of staff who helps them to settle in. They then support children as they move on to the next room and a new special person. Each welcoming, age-grouped area is well equipped for children. For example, babies have a monochrome den, sensory resources, space to crawl and their own safe, garden space. All children can play outside at any time. Some come and go, while others stay out for longer sessions in the inspiring outdoor space where there are areas for being active and for construction, digging and planting. Staff encourage positive behaviour and praise children effectively. Children respond and behave well.

Outcomes for children are good

Children develop many important skills for future learning in school. For example, they are confident and openly express their views. Children show interest and concentrate on activities. For example, they searched for dinosaur bones in soil and gently cleaned them with brushes. Children learn simple mathematics and early literacy, which are incorporated into their play. For example, they counted the bones, compared the sizes and researched dinosaurs in books. All children greatly enjoy books. They ask questions and, as they get older, offer imaginative suggestions to supplement the stories.

Setting details

Unique reference number	EY359612
Local authority	West Sussex
Inspection number	1062083
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	72
Number of children on roll	76
Name of registered person	Kirstie Louise Smith
Registered person unique reference number	RP906768
Date of previous inspection	23 May 2013
Telephone number	01903 850 221

Little Stars registered in 2007. It operates from premises in Rustington, West Sussex. The nursery is open each weekday from 8am to 5.15pm, during term time. There are 18 members of staff, 15 of whom hold appropriate early years qualifications, including one who has achieved early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years.

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