

Little Stars Day Nursery

748 Hanworth Road, Hounslow, TW4 5NT



Inspection date 17 January 2018
Previous inspection date 8 May 2014

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| 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:

- The quality of teaching across the nursery is variable. The systems for monitoring staff practice are not currently fully effective.
- Staff do not consistently use information from observation and assessment to inform future planning for children aged two to three years, to support their learning so that they make good progress.
- Staff do not consistently help children to understand that some behaviours are unacceptable and the consequences these behaviours have on themselves and others.
- The provider does not make consistently good use of self-evaluation to improve outcomes for children.

It has the following strengths

- The newly appointed manager and her deputy are beginning to address necessary improvements that they and their early years adviser have identified. This includes introducing more frequent staff appraisals to address staff practice.
- Staff supervise children effectively and support them to feel emotionally secure. Staff manage settling-in procedures well on an individual basis with each child's parents.
- The nursery is clean and very well maintained. There is a very good selection of resources throughout the nursery.
- Parents and grandparents speak very highly of the staff and the care they provide. They especially appreciate the welcoming environment, the smooth transition as children change rooms and the support they receive through personal difficulties.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| ■ monitor the quality of teaching and planning for learning to ensure all children are consistently involved in challenging activities | 26/01/2018 |
| ■ ensure that all staff use their assessments of children's development to plan suitably challenging activities to help children make as much progress as they can | 26/01/2018 |
| ■ ensure that children's behaviour is managed in a suitable manner to enable children to understand that some behaviours are unacceptable and the consequences their behaviour has on themselves and others. | 26/01/2018 |

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

- make better use of ongoing self-evaluation to identify areas that require improvement.

Inspection activities

- The inspector completed joint observations with the manager and observed activities in the indoor and outdoor play areas.
- The inspector discussed teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the written views of parents as well as the views of parents and grandparents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Hayley Lapworth

Inspection findings

Effectiveness of the leadership and management requires improvement

Self-evaluation is not fully effective in identifying all areas that require improvement. Monitoring of staff practice is not robust enough to ensure a consistent approach to teaching. The arrangements for safeguarding are effective. The management team and staff fully understand their roles in the reporting procedures, to protect children from harm and neglect. Staff have access to training courses to help ensure their knowledge is current, for example, first aid. Staff understand the benefits of partnership working with other providers when children attend more than one setting. Relationships with other professionals involved in the care of the children are very well established. This helps to ensure a consistent approach to the care and specific needs of children who have special educational needs (SEN).

Quality of teaching, learning and assessment requires improvement

Teaching practice across the nursery is variable. This has an impact on the progress children make, with specific reference to two- to three-year-olds. For instance, staff working with this age group do not consistently use their knowledge of children's development in the planning of activities to ensure children receive sufficient challenge to reach the next stage in their learning. Pre-school children have lots of space to move around and select from a good variety of activities. They frequently make their own decisions and lead their own learning. Young children play happily and explore the toys and visual displays in their immediate environment. For example, they touch a large star displayed at their level and begin to sing 'Twinkle, twinkle, little star'. Staff share information with parents about their children's learning and make suggestions about how they can support their individual learning at home.

Personal development, behaviour and welfare require improvement

Staff do not always support children effectively to manage their behaviour. They do not explain the consequences of children's behaviour, to help them learn the difference between right and wrong. Staff support children's health effectively. All ages of children have opportunities to be physically active and play in the outdoor area each day. Children enjoy nutritious meals that help to promote their understanding of a healthy lifestyle. Children learn about families and traditions beyond their own experiences. For example, they learn about the story of Diwali and make lamps out of clay.

Outcomes for children require improvement

Children are developing some skills in readiness for their future learning as they move on to pre-school and school. However, due to weaknesses in managing behaviour and the teaching and learning for two- to three-year olds, they do not make the best possible progress. Children develop their independence and good relationships with one another. They enjoy the time they spend together in this nursery.

Setting details

| | |
|--|---|
| Unique reference number | EY463020 |
| Local authority | Richmond upon Thames |
| Inspection number | 1069325 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 50 |
| Number of children on roll | 72 |
| Name of registered person | Littlestars Day Nursery (UK) Ltd |
| Registered person unique reference number | RP532626 |
| Date of previous inspection | 8 May 2014 |
| Telephone number | 07424543127 |

Little Stars Day Nursery registered in 2013. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 3. The nursery is open Monday to Friday from 8am to 6pm all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

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