

# Tiny Stars Canterbury

Printing House, Simmonds Road, Canterbury CT1 3RA



<b>Inspection date</b>	22 November 2018
Previous inspection date	9 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not ensure that staff use risk assessments effectively to minimise all hazards to ensure children's safety, particularly when they use the soft-play area. This puts children's safety at risk.
- The provider does not effectively deploy staff to ensure that they adequately supervise children when they use some areas of the nursery to ensure children's needs are met.
- The provider does not monitor and support staff sufficiently to raise the quality of teaching. Staff do not challenge older children's learning, to ensure children are actively involved and build effectively on their progress.
- Staff do not provide a suitably engaging and challenging environment for older children to ensure they make good progress across all areas of learning.
- Staff do not consistently support children to learn how to behave to enable them to learn effective life skills.

### It has the following strengths

- Children enjoy playing at nursery. They arrive happy and form close relationships with the staff that look after them.
- Parents and staff work closely together to exchange information about their child's learning, interests and care routines.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff use risk assessments to identify potential hazards and risks in the environment, and understand how to minimise these effectively	07/12/2018
ensure staff are effectively deployed throughout the day to monitor and engage with children in all areas they use	07/12/2018
develop staff skills, knowledge and practice to ensure older children receive a good level of learning experiences that help them make progress	07/01/2019
ensure staff plan enjoyable and challenging experiences for older children across all areas of learning.	07/01/2019

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

- continue to support children to learn about the consequences of their actions.

### Inspection activities

- The inspection was carried out following the Ofsted risk assessment process.
- The inspector sampled a range of documents, including children's assessment folders, risk assessment documents, fire procedure records and accident records.
- The inspector spoke to the managers, parents, children and staff at convenient times during the inspection.
- The inspector carried out a joint observation with one of the managers.
- The inspector observed play activities and daily routines in all inside and outdoor areas.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not ensure staff adequately risk assess all areas used by children, in particular, the soft-play area and garden. Staff do not make sure all hazards are identified or continually risk assess the areas to keep children safe. For example, staff do not immediately remove trip hazards in the garden where children are running around, or ensure electrical wires are out of reach of children. The provider does not effectively deploy staff to ensure children's needs are met. For instance, staff do not effectively interact with young children while they are playing in the soft-play area and do not notice children carrying plastic sticks as they climb in the soft play area. The managers and staff have a secure knowledge of the signs and symptoms, which may cause concern in relation to child protection and are confident to report any concerns. The managers carry out ongoing supervision to identify staff training needs. However, this is not currently effective in ensuring all staff have the required knowledge and skills to provide good quality teaching and learning experiences to improve outcomes for all children. For example, staff working with older children do not make effective use of skilful questioning and children's ideas and thoughts to extend their learning. The managers make sure staff have a secure understanding of how to assess children's progress and they use this information to track and monitor individual and groups of children. However, staff do not effectively use information from assessments to ensure they plan an interesting and challenging environment, especially for older children. Staff do not provide children with sufficient resources and equipment in the outside area, to allow them to investigate and explore. For instance, children have limited resources in the mud kitchen and sandpits to motivate them to learn. Staff do not consistently set clear rules and boundaries to support children to understand the consequences of their actions. For instance, they allow children to kick footballs where other children are playing and do not support them to learn how to take turns and share. Staff have positive relationships with parents and other early years professionals to help them to provide continuity of care for children.

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

Staff working with older children do not make effective use of assessment. They do not plan an environment that supports all children to develop their curiosity and explore. For instance, staff are not organised when planning focused activities, which results in children becoming fidgety as they are waiting around for staff to cut out stars for them to paint. Staff working with older children do not support children to do things for themselves and use their ideas and thoughts to help them to make progress across all areas of learning. For instance, staff stop children as they investigate making marks with paint on the table and are not aware when children are not engaged in purposeful play. However, staff working with younger children provide a stimulating environment with a range of activities they know they will enjoy. For example, younger children enjoy placing balls in tubes and have a range of tactile resources to develop their senses and physical skills.

### Personal development, behaviour and welfare are inadequate

Staff do not support children to learn how to stay safe in the nursery and this has a

negative impact on their welfare. For example, they do not adequately supervise children using the soft play area and staff do not fully support children to learn how to use scissors. Staff provide children with some opportunities to exercise, such as through music and movement activities. However, they are not sufficiently vigilant to maintain their safety at all times. Staff provide children with healthy snacks and are aware of how to meet the needs of children who have food intolerance or allergies. Children's behaviour is appropriate for their age. However, staff do not provide older children with clear rules and boundaries and support them to develop their social skills. For instance, older children are not given consistent messages as to how to share and take turns when using resources.

### **Outcomes for children are inadequate**

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are not sufficiently supported in their play to enable learning to take place. Children are not making as much progress as possible while at the nursery. For example, older children are not provided with sufficiently engaging activities that interest them and aid their development across all areas of learning. Children do not receive appropriate experiences to help prepare them for the next stage in their learning and move to school.

## Setting details

<b>Unique reference number</b>	EY489431
<b>Local authority</b>	Kent
<b>Inspection number</b>	10085252
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Tiny Stars Day Care Ltd
<b>Registered person unique reference number</b>	RP531340
<b>Date of previous inspection</b>	9 May 2016
<b>Telephone number</b>	01227463607

Tiny Stars Canterbury registered in 2015. The nursery is open from 8am to 6pm, from Monday to Friday, for most of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are five staff and of these, one member of staff holds a relevant early years degree, and three members of staff hold relevant qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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