

Inspection date	27 February 2019
Previous inspection date	22 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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 and newly-appointed staff team have worked very hard since the previous inspection. They have made vast improvements to raise the overall quality of the provision. The manager has implemented precise action plans and together, they have swiftly addressed all previous actions raised.
- Staff enhance children's and babies' communication and language skills effectively. For instance, they clearly emphasise key words within their interactions to help enhance children's understanding and speaking skills, particularly for those who speak English as an additional language.
- Staff build on children's and babies' confidence and sense of belonging well. For example, they constantly praise children for their achievements.
- Children and babies, including those who speak English as an additional language, make good progress in all areas of learning, relative to their starting points.
- Although the manager and staff work well in partnership with parents overall, there is slightly less emphasis on their involvement in the otherwise good evaluation of the setting.
- On some occasions, group activities are not used well enough to engage all children fully in the learning opportunities.

What the setting needs to do to improve further

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

- strengthen ways to engage parents when evaluating the provision, to help make relevant enhancements and further improve outcomes for children
- review and improve the organisation of large-group activities to help increase the learning opportunities for all children.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

Children's progress and development are regularly shared with parents, and any gaps in learning are identified and addressed. Relationships with parents and outside professionals ensure that support is accessed, and that progress continues. The manager completes regular supervision sessions with staff. They have recently introduced observations of practice, and this helps to identify where staff may benefit from training opportunities. Arrangements for safeguarding are effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play.

Quality of teaching, learning and assessment is good

Staff assess individual children's progress in their development well and plan effectively for their next steps in learning. They include information from parents about children's interests and skilfully use a wide range of resources to engage children in stimulating activities. For instance, children enthusiastically explore a range of frozen vegetables. Staff challenge children to use their thinking skills effectively and consider, for example, the difference between cooked and frozen vegetables. Staff give clear explanations to enhance their learning. For instance, they explain how ice turns to water, and the vegetables are 'thawed' when held tight in warm hands. Staff teach mathematics well. For example, they challenge children to solve problems, compare size and count objects within their play experiences effectively.

Personal development, behaviour and welfare are good

Staff help children to develop their awareness of foods that are healthy. They provide a choice of nutritious snacks and meals cooked and prepared fresh every day. Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing and serving their own meals, as well as pouring their own drinks from a jug. Staff are sensitive, stimulating and responsive to the needs of children and babies. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make as well as identify and start to write their own names. Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which includes positive cultural images and toys.

Setting details

Unique reference number	EY489431
Local authority	Kent
Inspection number	10086654
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	20
Number of children on roll	38
Name of registered person	Tiny Stars Day Care Ltd
Registered person unique reference number	RP531340
Date of previous inspection	22 November 2018
Telephone number	01227463607

Tiny Stars Canterbury registered in 2015. The nursery is open Monday to Friday from 8am to 6pm, 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, two members of staff hold a relevant early years degree and three members of staff hold relevant qualifications at level 3.

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