

Little Stars Day Nursery

58 Woodplumpton Road, Ashton-on-Ribble, Preston, Lancashire PR2 2LQ



Inspection date	25 March 2019
Previous inspection date	7 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager is well qualified, experienced and has a firm vision for the nursery. Self-evaluation is well informed and includes the views of staff, children and parents. The day runs very smoothly and practice is strong across all rooms.
- The learning environment is bright, engaging and highly conducive to children's learning. Well-presented and thoughtful displays showcase children's learning. They include detailed illustrations of how the activities link to the early years foundation stage and support children in different areas of learning.
- Members of the staff team work very well together and there is a warm, friendly atmosphere throughout. Staff know children well and have developed strong bonds with their key children. Children go to staff for comfort and cuddles and to share their experiences. Children's physical and emotional well-being is given high priority.
- Transition arrangements for when children move between rooms and on to another setting or school are robust. Children quickly settle in and confidently embark on the next level of their learning.
- Children with special educational needs and/or disabilities receive superb support. Staff work very closely with parents and involved professionals. Advice received is threaded effectively into daily planning and ensures children receive a consistent approach from all adults working with them.
- Children develop an excellent understanding of diversity beyond their immediate experience through everyday play resources, planned activities and well-directed conversations. For example, children enjoy conversations with their peers and staff about their different family dynamics and who they live with.
- Staff do not always make the best use of information gained from parents, regarding what children have already achieved ahead of starting nursery, to further strengthen teaching and assessment.
- Although practice is strong throughout the nursery, there is not yet enough focus on professional development to raise the quality of teaching to an exemplary level.

What the setting needs to do to improve further

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

- use information from parents more effectively to further inform early assessments and strengthen partnership working
- sharpen the focus for the professional development of staff to enhance the already good teaching and practice even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant and have a secure knowledge of the procedure to follow should they have concerns regarding a child's welfare. All staff are first-aid trained, well deployed and qualified to ensure the safe and effective management of the nursery. Well-established recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults. Monitoring of children's progress is robust. Staff and managers regularly collate children's assessment information to ensure any emerging gaps are swiftly identified and addressed. The manager provides good support, overall, for staff to help them develop and improve, for example, through mentoring, supervision and team meetings.

Quality of teaching, learning and assessment is good

Staff make regular observations and complete accurate assessments of children's learning. Information is used effectively to plan activities that take into account children's individual interests and needs. Staff provide a wide range of interesting resources and well-considered play experiences. They skilfully follow children's ideas and facilitate challenge well. This keeps children engaged for considerable lengths of time and supports their learning across all areas. Staff use good questioning to challenge children's thinking and provide an effective model for babies' emerging communication skills. Parents are kept well informed of their children's progress and are supported to continue learning at home. Parents are highly complimentary of the staff team and the excellent support it provides.

Personal development, behaviour and welfare are good

Staff's combined skills provide children with warmth, enthusiasm and attentiveness. All staff offer children high levels of praise and encouragement, and help them learn to play safely and be kind to each other. Children are very well behaved, display good manners and are motivated to take part and learn. Children develop independence from a young age and learn to carry out a variety of tasks. This helps prepare them well for school. Children enjoy sitting together with staff to enjoy the range of healthy, balanced meals and snacks provided. Children have daily access to the superb outdoor area where they use a range of physical skills and enjoy play in all weathers. Children learn fair ways to make decisions. For example, children participate in a vote for which book to explore for their next topic.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Babies explore freely and confidently, navigating around the environment, curiously exploring the different resources and equipment. Young children recognise numerals and begin to link letter sounds. Older children confidently recognise their name during tasks, such as self-registration. They write for purpose and form the letters of their name, using excellent small muscle control.

Setting details

Unique reference number	EY269734
Local authority	Lancashire
Inspection number	10073259
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	52
Number of children on roll	64
Name of registered person	Farnworth, Joanne Louise
Registered person unique reference number	RP514192
Date of previous inspection	7 January 2016
Telephone number	01772 768 687

Little Stars Day Nursery registered in 2003. The nursery is in Ashton-on-Ribble and is open each weekday from 6.45am to 6pm, all year round. In total, 14 staff work at the nursery, all of who hold relevant qualifications, including the manager who holds a qualification at level 5. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

