

# Little Stars Nursery

2a Devonshire Road, Gravesend, Kent DA12 5AA



<b>Inspection date</b>	2 May 2019
Previous inspection date	30 January 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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 is a provision that requires improvement

- Staff do not manage children's challenging behaviour well. They do not teach children about the expectations of their behaviour effectively, and children's behaviour is not good.
- Individual planning is not effective to ensure that staff fully engage all children in a wider range of resources and adult-led activities to help keep them motivated to learn and reach their full potential.
- Staff do not consistently communicate and build on their partnerships with other early years professionals, to ensure continuity of children's care and learning.
- Staff do not make the most out of ways to consistently build on children's skills and interests to explore and investigate the natural world.

### It has the following strengths

- Children have opportunities to understand other people's similarities and differences. For instance, they learn about festivals traditional to other faiths, such as Sikhism.
- The manager and staff communicate well with parents and keep them involved in their children's learning. For example, they share activity ideas with them that they could enjoy at home with their children, such as finding a letter of the alphabet.
- Children are allocated a key person who gets to know their individual personalities well. They enjoy the company of staff.
- Children develop their early writing skills. For instance, younger children give meaning to marks they make as they paint. Older children write their name with confidence.

## 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 that the manager and staff consistently implement effective behaviour management techniques to ensure all children know what is expected of them and they learn to behave well	03/06/2019
implement effective planning to ensure consistency of good-quality care and teaching experiences for children. This includes ensuring that children have a better range of resources, activities and adult-led learning opportunities to help them remain engaged and reach their full individual potential.	03/06/2019

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

- develop further partnerships with staff at settings that children also attend to strengthen the consistency of their shared care and learning experiences
- extend opportunities for children to explore and investigate the natural world around them.

### Inspection activities

- The inspector viewed the indoor and outdoor environments and observed staff interactions with children.
- The inspector looked at written documentation, including a sample of policies and procedures and staff training records.
- The inspector spoke to children, parents and staff and considered their views.
- The inspector carried out a joint observation of an activity with the manager.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager and staff evaluate their practice together. For example, they use daily discussions to reflect on the day's events. The manager monitors the care and teaching staff provide for children. For instance, she observes staff daily as they interact with children. However, she does not successfully monitor the effectiveness of planning to ensure that all children have purposeful learning opportunities to keep them interested to learn. The manager and staff complete regular training to keep up to date and build on their knowledge. For example, they have learned about the importance of promoting the understanding of healthy eating. Staff do not communicate with staff at other settings that children also attend to strengthen the consistency of shared care and learning that they provide the children. Safeguarding is effective. The manager and staff understand the safeguarding procedures. They carry out thorough risk assessments and ensure that the premises and equipment are safe. The manager ensures that she always deploys staff well to supervise children to meet the required ratio.

### Quality of teaching, learning and assessment requires improvement

The manager and staff monitor and track the progress of individual and differing groups of children regularly. However, individual plans are not effective and do not engage the children. For example, staff plan next steps that tend to be generic, such as reading books. There is not enough variety of resources and balance of adult-led activities available daily to consistently motivate children. This means some children can become disruptive to others, as they become uninterested in their play experiences. Staff support children to prepare for their eventual move to school, such as when they use counting in their play.

### Personal development, behaviour and welfare require improvement

Children can be polite. However, overall their behaviour is poor. Staff do not ensure that they fully support children to manage their emotions and understand the expectations of their behaviour. For example, children are disobedient, throw toys and say inappropriate and unkind things to others. Staff simply tell children 'no' and provide no clear explanation to help them understand how to behave well. Children learn the importance of healthy lifestyles, such as following health and hygiene routines. They develop their physical skills. For example, children build and negotiate obstacles, such as tunnels.

### Outcomes for children require improvement

Children make progress in their learning and this is evident in completed progress trackers. However, individual plans are not effective to ensure that children reach their full individual potential. Children do not have consistent opportunities to explore and investigate the natural world further. Children do gain some useful skills. For instance, they are independent to complete their own tasks and find their own belongings.

## Setting details

<b>Unique reference number</b>	EY331503
<b>Local authority</b>	Kent
<b>Inspection number</b>	10095065
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Tuitt, Leiza Veronica
<b>Registered person unique reference number</b>	RP908788
<b>Date of previous inspection</b>	30 January 2019
<b>Telephone number</b>	01474 354720

Little Stars Nursery registered in 2006. It is located in Gravesend, Kent. The setting is open Monday to Friday from 7am until 7pm, all year around. The setting receives funding to provide free early education for children aged three and four years. The setting employs nine members of staff, eight of whom hold relevant early years qualifications at level 2 or above. This includes one member of staff who has a level 4 qualification and one member of staff who holds a relevant early years degree at level 6 with qualified teacher status.

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