

Little Stars Private Day Nursery

124 Hadfield Road, Hadfield, Glossop SK13 2DR



Inspection date	27 August 2019
Previous inspection date	28 October 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

- Staff provide children with a welcoming environment in which to play and learn. Children settle well as soon as they arrive at the nursery. They quickly start to play busily with the interesting resources that are available to them.
- Leaders and managers consider carefully the feedback they receive from staff, children and parents about the nursery. They also use what they know about children's development and progress effectively to identify areas for development and improvement. As a result, they make positive changes to the learning environment.
- Staff assess children's development accurately. They identify next steps for children's learning and take these into account when they provide activities. Children, including those with special educational needs and/or disabilities, make good progress as a result of the carefully linked activities.
- Staff communicate well with parents. Parents receive regular information about their child's development through meetings with staff. Staff also share written assessments with parents, such as the progress check for children aged between two and three years.
- Staff are qualified, skilful and knowledgeable. They have a sound understanding of young children's development and how they learn. They use what they learn in training and development competently to introduce new teaching methods sensitively to the children. Staff use the new teaching methods to enhance children's curiosity, thinking skills and creativity.
- Staff do not always take into account children's preferred learning styles when planning activities to support their next steps in learning, for example, by using the outdoor area to develop literacy skills rather than staying indoors.
- Teaching is not of the same high standard across the nursery.

What the setting needs to do to improve further

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

- develop staff's understanding of how to use children's preferred learning styles and interests even more effectively to support them to achieve the next steps in their learning
- improve teaching so that it is of a consistently high standard across the nursery, in particular for toddlers.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning in three nursery rooms and the outdoor areas.
- The inspector observed an activity with the manager and discussed the quality of teaching.
- The inspector spoke with the management team, staff and children at convenient times during the inspection.
- The inspector considered the views of parents spoken to on the day of the inspection.
- The inspector sampled documentation, including children's assessment records, staff suitability records and nursery policies and procedures.

Inspector

Joanne Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of what to do if they are concerned about the welfare of a child. They can describe the signs and symptoms that might indicate a child is at risk of abuse. Managers follow the safeguarding procedures closely and promptly refer concerns to the relevant authorities. As a result, children are safe. The manager has high expectations for children and takes action to close any potential gaps in learning opportunities. For example, she identified that mathematics was an area in which children were not making the same rate of progress as they were in other areas. She put in place more mathematical equipment in nursery rooms, such as tape measures. Children use the equipment in their play, using number names and language about size. The manager holds regular meetings with staff to discuss their professional development and key children. The manager also observes staff at work gives them feedback. Staff have good professional development opportunities as a result.

Quality of teaching, learning and assessment is good

Staff are creative and enthusiastic when they engage children in conversation. They use a wide range of vocabulary to challenge children's thinking. For example, during a discussion about having clean hands, staff talk to older children about how germs are not good but some can help to develop their immune system. Pre-school children learn from staff about writing for a purpose as they take part in a circle-time activity about their families, and the staff member records the information on a whiteboard. They have lots of opportunities to write. They draw recognisable pictures and talk about them with staff. Staff support babies' and toddlers' language development well. They provoke language use through interesting activities, such as small farmyards and beaches they create in large hard plastic trays. Staff use stories and rhymes well to develop children's interest in books and reading.

Personal development, behaviour and welfare are good

Children are confident and keen learners. Staff in the nursery work well with parents and other professionals, such as speech and language therapists, when they are concerned about children's development. This means children receive prompt support and their progress is enhanced. Children have healthy, freshly prepared meals. They have many opportunities to develop their physical skills indoors and outdoors.

Outcomes for children are good

Children of all ages are well prepared for the next stage in their education. Older babies' speech is developing well and they repeat new words when they hear staff say them. Some can identify simple shapes when they are asked to find them and they can match them to a shape board accurately. Toddlers understand instructions with more than one direction and follow them well. They understand about 'full' and 'empty' containers. Older children recognise and can name letters, and some write recognisable letters. They count accurately during circle-time activities and quickly notice similarities in text.

Setting details

Unique reference number	EY483697
Local authority	Derbyshire
Inspection number	10118845
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	70
Number of children on roll	86
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Date of previous inspection	28 October 2016
Telephone number	01457 899255

Little Stars Private Day Nursery registered in 2014. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also supports children with special educational needs and/or disabilities.

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

