

# Inspection of Little Bright Stars Pre-school

25-28 Princess Street, Training Education and Enterprise Centre, BURTON-ON-TRENT, Staffordshire DE14 2NW

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Inspection date: 17 September 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Inadequate

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The provider does not show that she has the capacity to improve. Significant weaknesses in the quality of teaching and learning have still not been identified or addressed since the previous inspection. Staff do not have a good enough understanding of how young children learn or know how to support them. They do not plan for children's individual interests well enough to help them become interested in their play and learning. The weak planning and daily routine affect children's enjoyment and their learning opportunities, meaning they are not motivated to learn. Often children run around the room and flit from one activity to the next. Poor teaching has an impact on the progress children make, specifically in their communication and language, and personal, social and emotional development. For example, staff ask numerous questions in quick succession without giving children time or the opportunity to answer. The questions are often too advanced for children's level of understanding and ability to vocally respond. Children rarely speak and do not engage in much dialogue with staff. Children come into the setting with ease and are generally happy. However, there are times when they are not confident to take part in group activities and appear worried as staff try to make them join in. Staff do not give consistent messages to support children's poor behaviour. Children show a lack of understanding of expectations and boundaries. For example, some children often interrupt others as they play and this leads to a disorderly environment that hinders any learning taking place. Furthermore, children's safety is potentially compromised because the provider has not identified or put measures in place to minimise the risks posed to children from operating from a shared building. That said, staff teach children to keep themselves safe as they walk to the park and local shops. Children know to hold hands and stop, look and listen before crossing the road. Overall, parents provide some positive comments about the nursery and are happy with the care provided. However, they are unsure of what the curriculum and the early years foundation stage are or whether they relate to their children because they believe they are too young.

### **What does the early years setting do well and what does it need to do better?**

- Following the previous inspection, the provider has taken some positive steps to link with other high-quality settings and the local authority to gain support. However, this is not having any impact on improving the quality of teaching and outcomes for children, and gaps in children's learning are not closing. The history of this provision is poor, and without close monitoring and intense support there is a worry this provider will be unable to sustain any improvements.
- Staff do not share enough information with parents to help them to understand their children's level of development and ensure a consistent approach to

children's learning at home and in the setting.

- The provider has begun to carry out staff supervisions and has identified some training needs. Staff have completed a range of online training courses. However, the provider does not demonstrate a good awareness of effective teaching methods. She is not accurately monitoring staff practice and has an unrealistic view of the setting. Consequently, she does not focus her support and mentoring on helping staff understand the characteristics of effective teaching and learning and, ultimately, raising the quality of teaching, which remains weak.
- Staff have not implemented effective strategies to manage children's behaviour. They do not teach young children to understand expectations and boundaries. They fail to follow through with dealing with negative behaviours, which often disrupt children's play and learning.
- Staff do not know their key children well enough and do not plan experiences that promote their interests and meet their individual needs. This results in children not making progress, and many children are not reaching expected levels for their age. They are not gaining the skills that will help them to prepare for the next stage in learning and eventual move to school.
- Children are provided with an inviting environment and, generally, staff have improved some of the activities on offer by providing more variety. However, they continually do not facilitate children's learning effectively enough to help them to become engaged and to consolidate their learning. Staff provide some warm interactions. However, they fail to recognise when to give children time and opportunity to allow them to find their own ways of doing things and when to join in to challenge and extend their learning further.
- Staff do not have a good knowledge of how to support two-year-old children. As a result, they fail to focus on supporting children's communication and language, and personal social and emotional development. Staff often speak at the children and are constantly asking them to name colours, count and to recognise numbers. However, they do not recognise how to adapt their teaching when children do not respond, to help them with developing their vocabulary and the confidence to speak. Staff do not know how to support those children who show no interest or motivation for joining in with any activities. They do not provide good-quality experiences that ignite children's curiosity and interest.
- Children's health is suitably promoted. Children have some opportunities to develop their physical skills as they visit the park and play in the small outdoor space. Staff offer healthy snacks and encourage children to wash their hands.
- The provider has not fully considered the risks associated with the premises being a building shared with the public. Unauthorised adults can easily gain access to areas that children use without staff knowledge, including the toilets, outdoor area and the under-twos' room. Despite the fact that children are supervised while onsite, this compromises their safety.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has not considered all possible risks relating to unknown adults who have access to the shared building. This puts children at risk. Policies and procedures for child protection are implemented and cover the use of mobile phones and allegations. Staff have attended comprehensive safeguarding training and this has helped them to gain a better understanding of wider safeguarding issues. Staff are aware of the signs and symptoms of abuse and have a suitable understanding of the procedures to follow if they have any concerns regarding a child.

### **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure the arrangements for the supervision of staff are effective in providing support, coaching and training that focus on improving the quality of teaching and ensure children are provided with quality learning experiences that meet their individual needs	12/11/2019
ensure consistent strategies are used to manage children's behaviour effectively	12/11/2019
gain a better understanding of the risks associated with unknown adults having access to the shared building and put measures in place to ensure children's safety	12/11/2019
ensure that each key person considers the individual needs, interests and stage of development of each child when planning activities to provide challenging and enjoyable experiences that engage them in learning	12/11/2019

share a consistent two-way flow of information with parents to help them understand their children's level of development and better promote learning between home and the setting	12/11/2019
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
develop an understanding of and identify how to help young children to understand appropriate boundaries, develop social skills and learn how to manage their own feelings and behaviour	12/11/2019
provide children with opportunities to develop their speaking and listening skills and confidence in expressing themselves in a range of situations, to improve the progress they make in communication and language	12/11/2019
improve staff knowledge of the characteristics of effective teaching and learning, and ensure they use these to plan and guide children's play, learning and activities.	12/11/2019

## Setting details

<b>Unique reference number</b>	EY393762
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10103652
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 2
<b>Total number of places</b>	26
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Twinkle Tots Partnership
<b>Registered person unique reference number</b>	RP909093
<b>Telephone number</b>	01283 741111
<b>Date of previous inspection</b>	8 April 2019

## Information about this early years setting

Little Bright Stars Pre-school registered in 2009 and is located in Burton-on-Trent, Staffordshire. It employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The manager has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## Inspection activities

- The inspector completed a learning walk with the provider, who is also the manager, and gave her the opportunity to explain how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the provider and evaluated the quality of teaching and learning.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the manager. The inspector reviewed the setting's audits and focused improvement plans and discussed the provider's evaluation of the setting.

We carried out this inspection 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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