

Inspection of Little Stars Nursery

2a Devonshire Road, Gravesend, Kent DA12 5AA

Inspection date: 24 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's individual needs are not consistently met. Some children are not confident enough to communicate their needs or hold verbal conversations with staff, although they do chat confidently with their peers throughout their play. Staff interact more effectively with children who demonstrate some challenging behaviour or those with strong personalities. Some children's next steps are not always accurately identified by the staff. Children do not always respond to staff's complex statements and questions as they are beyond some children's level of development. For example, children with limited speech, language and understanding are expected to learn about measure and height through the introduction of a measuring tape when using building blocks.

Children are not consistently made aware when changes to the routine will occur, for example going out or coming in from outside. They are not given clear instruction to enable them to finish what they are doing and be prepared for these changes. This results in children crying and looking for reassurance. Children do not always have opportunities to explore and experiment using their interests across all the areas of learning. Young children do not receive the consistent support they need to confidently develop communication skills, for example responding to adult conversations with babbles.

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

- Leaders and staff have not made sufficient improvement since the last inspection. Leaders do not successfully evaluate how effective the teaching is or recognise the inconsistent engagement and interaction staff have with children. Some staff have too high expectations for children's learning. Children do not actively respond to these challenges as they do not understand what is expected of them. For example, staff use complex statements and questions about capacity, and cause and effect, relating to balls and containers. These challenges are directed at very young children who are at the level of understanding simple words and use of repetition to support their emerging communication and language.
- Children's emotional well-being is not promoted effectively. Some children do not receive appropriate engagement and interaction from staff. Some less confident children do not receive attention from staff as they describe the children as shy. For example, staff manage children with stronger personalities during mealtimes, through discussion and positive interaction. However, children who are quieter and less confident are left to eat without engagement from adults during lunchtime. Some children confidently chat during play with their peers, but lack confidence to communicate with adults when they join in children's play. Staff acknowledge children's lack of confidence but do not

actively engage with them to support their confidence to express themselves.

- Children sometimes lack an understanding of what is expected of them. Some staff do not always give clear explanations about what is happening next. For example, some staff talk above children, telling them its time to come in from the garden, taking their hand and leading them in without any explanation. Children respond with frustrated tears as they are not able to finish what they were playing with to their satisfaction. Other staff give children clear explanations, making sure they know why they are coming indoors and what they are expected to do next to get themselves ready for lunchtime.
- Staff take into consideration children's interests and preferences in their play. They recognise the importance of planning for individual children's next steps, but this is not always successfully implemented. They talk confidently about what children like to play with and have a better knowledge of using this information to provide for children's learning. However, staff do not always consistently implement this in both the indoor and outdoor environments. For example, staff did not provide children with mark-making opportunities or natural materials to explore outdoors, because it was raining slightly.
- Staff have improved their management of children's behaviour since the last inspection. Staff have attended training, received up-to-date information and implemented positive practice to support children's understanding of right and wrong. They help children to think about the impact that their actions have on other children.
- Parents feel positive about the setting and the care and development of their children. They receive daily verbal information about children's play and their achievements. Staff share ideas about how to support children's progress. They endeavour to work closely with other professionals from other settings and local schools to support children's transitions to their next place for learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have an adequate knowledge of their responsibility to record children's accidents. Staff do not monitor where accidents and incidents occur to help them recognise and address potential hazards within children's play environments. For example, several children fall over running from the artificial grass to the concrete play area outside, and staff have not identified this as a hazardous area. Staff have an appropriate knowledge of the procedures to follow if they have a concern about a child in their care. The management team assesses staff's understanding of these procedures during supervision meetings. Staff carry out regular fire evacuation procedures to promote children's awareness of how to stay safe in an emergency.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all children's accidents and injuries are recorded and are used effectively to risk assess for potential hazards to promote children's safety	14/02/2020
implement effective systems to monitor and improve the quality of staff practice, particularly in relation to staff interactions with children	14/02/2020
improve staff's teaching skills, with particular regard to promoting children's communication and language skills, to ensure that all children receive the support they need to make good progress in their learning and development	14/02/2020
ensure the arrangements for monitoring children's progress are effective, and that staff use the information gained to accurately identify children's next steps for learning	14/02/2020
providing a curriculum and environment that is challenging, exciting and engaging, and which gives children the opportunity to explore and be interested in what they learn across all areas of learning.	14/02/2020

Setting details

Unique reference number	EY331503
Local authority	Kent
Inspection number	10107050
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	1 to 4
Total number of places	25
Number of children on roll	11
Name of registered person	Tuitt, Leiza Veronica
Registered person unique reference number	RP908788
Telephone number	01474 354720
Date of previous inspection	2 May 2019

Information about this early years setting

Little Stars Nursery registered in 2006 and is located in Gravesend, Kent. The nursery is open Monday to Friday from 7am until 7pm, all year around. It employs five members of staff, three of whom hold relevant early years qualifications at level 3 or above. This includes one member of staff who has a level 4 qualification and one who holds qualified teacher status.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- The manager and the inspector completed a learning walk of the setting, meeting all the staff and children, talking about how the provision and curriculum are organised.
- The inspector spoke to staff and children at appropriate times.
- A meeting was held between the inspector and the manager.
- Joint observations were carried out by the inspector and the manager.
- The inspector sampled documentation, including evidence of staff suitability and training.

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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