

Inspection of Little Stars

Williams Hall, Barkerhouse Road, NELSON, Lancashire BB9 9EY

Inspection date: 11 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly. They confidently greet staff and choose from a good range of toys and resources. Children demonstrate that they feel safe and secure. They interact well with staff, who are responsive to children's emerging interests and individual needs. Close bonds are established between all staff and children. Children are able to communicate their wants and needs and this is further explored as they make their own choices and decisions. Children are beginning to learn how to cooperate, share and take turns.

Staff provide children with a variety of healthy snacks. They encourage children to be independent during this time and to help with small tasks. For instance, children collect their own dishes and tidy away after they have finished. Staff support children's understanding of safe practice. They guide and assist children as they handle knives to put spread on toast and while cutting up a banana. Children show delight and confidence in their skills through the positive praise they receive.

Leaders are committed to ensure that all children, particularly those with special educational needs and/or disabilities and children who speak English as an additional language, have access to their full entitlement to early education. Parents strongly recommend the nursery. Staff establish excellent relationships with parents and all the other professionals working with the children. This helps form the basis for children's continued success.

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

- Partnerships with parents are strong. Leaders and staff help parents to access additional services and other professionals to support the whole family. Parents are very pleased with the close bonds their children have established with staff. They complement staff on their care, friendliness and professionalism. Communication systems are good. Staff and parents work together to strengthen children's learning further at home.
- Children benefit from weekly forest school sessions provided at a local park. During this time children learn to take risks and explore and investigate in a natural environment. Some of the forest school resources are also provided in the outdoor play area. This encourages children to explore natural materials, build dens and enjoy using magnifying glasses to investigate what they find. Children are physically active and develop their large and small muscles well. They confidently use wheeled toys and carefully manoeuvre around obstacles.
- Staff reinforce children's developing communication and literacy skills well. Staff use sign language and pictures to enable children with limited speech to engage in activities. These initiatives are shared with parents to further support learning at home. Children enjoy singing number songs and listening to stories. Children

enjoy building with bricks and dress up as workmen in hard hats and high visibility vests. This helps to support children's creative imagination.

- Children explore and investigate different textures and materials, such as modelling dough and paint. Staff arrange resources and the environment to enable freedom of movement and accessibility. For example, mark making materials and paper are placed on the floor for all children to use. Outdoors, children use the laminated work sheets and markers provided to record what they can see and hear while observing outside.
- The leaders have embedded a process of professional development and supervision for the staff team. Staff are afforded regular feedback on their performance through observation. They are set realistic targets for improvement that are monitored and reviewed. Staffs well-being is of paramount importance. Overall, staff recognise when further support may be needed to help children to develop and thrive. However, some staff do not consistently recognise opportunities to extend children's learning further during play, routines and group activities.
- Children enjoy outings to places of interest, such as the forest school, library and local shops. The play environment is spacious, interesting and appealing. Children make choices and decisions about their play and the resources meet children's individual needs and interests. However, the environment does not fully reflect the difference and diversity of the children that attend the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a good understanding of how to keep children safe. They have a secure knowledge of child protection and the wider issues for safeguarding children. They are aware of the procedures to follow if they have any concerns about a child's welfare. Leaders ensure that all persons and staff associated with the setting are suitable to work with children. All visitors to the setting are made aware of the code of conduct that they must follow while on the premises. Staff complete safety checks to identify and minimise any possible risks. This, and risk assessing all outings off the premises, helps to keep children safe and protected.

What does the setting need to do to improve?

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

- strengthen staff's teaching skills and support them to maximise opportunities to extend and challenge children's learning even further
- enhance children's understanding and appreciation of the similarities and differences between themselves and others, and among families, communities and traditions, to gain a better understanding of the wider world.

Setting details

Unique reference number	EY368779
Local authority	Lancashire
Inspection number	10129268
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	32
Name of registered person	The Rocking Horse Club - Pendle Ltd
Registered person unique reference number	RP901826
Telephone number	01282 616 130
Date of previous inspection	4 April 2016

Information about this early years setting

Little Stars registered in 2008 and forms part of the extended services of Walton Lane Nursery School and The Rocking Horse Club. The setting employs six members of childcare staff, who hold appropriate early years qualifications from level two to level six. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 12.45pm until 3.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times throughout the inspection.
- The headteacher and early years teacher completed a learning walk with the inspector. The early years teacher completed a number of joint observations of staff's practice with the inspector.
- A number of meetings were held with the headteacher, designated safeguarding leads and the early years teacher. During these meetings, discussions were held about the leadership and development of the setting and safeguarding procedures. The inspector checked information on the suitability of staff and those associated with the setting.
- The inspector took into account the views of parents spoken to on the day of the inspection.

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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