

Inspection of Little Stars

31 Castleford Road, Normanton, West Yorkshire WF6 2DJ

Inspection date: 10 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are independent and confident. They demonstrate close and secure relationships with all the staff team, who offer comfort and encouragement when necessary. Children's interests are recognised by staff and this helps children to feel settled when they first start to attend. Children are respectful of one another and of the toys and equipment in the setting. They helpfully tidy resources away when asked to. Children gently remind one another of the rules in the setting, including to share, take turns and listen to one another.

Staff provide a calm and welcoming environment for children. They plan routines during the day, which help children to know what to expect. This helps children to feel settled. Children with special educational needs and/or disabilities (SEND) are supported to access the setting. Staff work in collaboration with parents and other professionals to identify and meet the specific needs of children with SEND. Staff work closely with parents of children who speak English as an additional language. They ask parents to help them understand key words in children's first language. They use this vocabulary to support communication and language skills and to make children feel comfortable and welcome in the setting.

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

- The provider describes a well-planned educational programme for children. However, this is not consistently implemented in practice. Some activities do not take account of the differing stages of development of all the children in attendance. For instance, while older children join in with group discussions led by staff, younger children quickly lose interest. This leads to slight declines in their otherwise excellent behaviour.
- Staff provide a wide range of toys and activities for children to use. All areas of the indoor environment are accessed easily by most children. On the whole, staff effectively encourage children to play, learn and use the resources. They use appropriate questioning and vocabulary to extend children's understanding. For example, they ask what would make a tower more stable in order to build it taller. However, this is not consistent and means some children are not supported effectively to make progress in their learning.
- Staff work hard to promote healthy eating habits for children. They share relevant information about children's diets with parents. Children are able to describe which foods should be eaten regularly and which are treats. Staff do not extend this focus to incorporate wider aspects of healthy lifestyles. For example, experiences for children to access physical play, including outdoor play, is not effectively promoted. Therefore, children's opportunities to learn about appropriate risk taking through play and their access to fresh air is limited.
- The staff know the children well and they work with parents to establish what

children already know and can do when they start at the setting. They use this information to plan what to provide for children to help them progress. However, they do not always help children to consolidate more basic skills before being introduced to more complex ideas. For example, staff provide a painting activity with the intention of teaching children about the life cycle of a seed. The children are engaged in the activity for a short time but staff are unable to explain how the activity meets the learning intention.

- Staff have identified that a small number of children have difficulties in some aspects of their development. They do not always take action quickly enough in order to support these children. Consequently, not all children are consistently encouraged to fulfil their potential.
- Parents speak highly of the staff. They report close, warm and caring relationships between staff and children. They say staff have supported children to settle in and that children are happy to attend.
- The provider and the staff have addressed all actions raised at the previous inspection. They are aware of some aspects of the provision that need further improvement. However, the weaknesses in the quality of education have not been effectively identified or addressed.
- Staff feel well supported and say they enjoy working at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a sound knowledge and understanding of appropriate safeguarding procedures. These are in line with the guidance from the local safeguarding children partnership. Staff confidently explain how they would identify children who are at risk of abuse or neglect, including following up on unexplained absences and pre-existing injuries. They are aware of how to implement appropriate reporting and referral procedures in order to keep children safe. They know which agencies they should contact to support children and families. All staff know what they should do if an allegation is made against a colleague.

What does the setting need to do to improve?

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

- improve the opportunities for children to develop physical skills as part of the curriculum, including access to the outdoor environment each day
- act more swiftly to support children who are demonstrating difficulties or delays in areas of their development
- enhance the professional development opportunities offered to staff to improve their understanding and the implementation of a broad and exciting curriculum for all children.

Setting details

Unique reference number	EY443701
Local authority	Wakefield
Inspection number	10139492
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	21
Name of registered person	Wright, Mark Philip
Registered person unique reference number	RP514454
Telephone number	07773607359
Date of previous inspection	11 October 2019

Information about this early years setting

Little Stars registered in 2012. The nursery employs four members of childcare staff. Of these, the manager holds qualified teacher status, one member of staff holds a level 4 childcare qualification, and one member of staff holds a level 3 qualification. The nursery opens Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 8am until 4pm.

Information about this inspection

Inspector

Louise Goodger

Inspection activities

- The inspector conducted a learning walk with the provider.
- The inspector considered the views of parents, children and staff during discussions throughout the inspection.
- The inspector and the provider jointly observed an adult-led activity, followed by an evaluative discussion.
- The inspector observed the experiences for children in the indoor environment at the setting.
- The inspector attended a meeting with the provider to discuss the leadership and management of the setting.
- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.

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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