

# Inspection of Little Stars

31 Castleford Road, Normanton, West Yorkshire WF6 2DJ

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Inspection date: 4 October 2021

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

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

### **The provision is good**

Children are happy at the setting. Those who are struggling to settle confidently look to their familiar member of staff for support and are quickly comforted. Children are motivated in their play and learning. They sing and dance enthusiastically with their friends. They develop their confidence to perform a song to the group. Some children are joyous in their learning. They exclaim excitedly that they are going to 'mix the colours' as they make their own play dough.

Staff know the children in their care very well. They find out what children like to do and also about their family backgrounds. This helps staff to plan for children's continued learning and to keep them safe. Staff prioritise children's personal, social and emotional development. They praise children warmly for their good behaviour, for persevering with tasks and for helping to tidy up. Children share and take turns with minimum adult support.

Staff understand the difficulties that children and their parents have faced due to the COVID-19 (coronavirus) pandemic. Staff acknowledge how periods of isolation have affected children's confidence and, in some cases, their development. They work hard to support children who need extra help to catch up with their peers. There have been recent changes to the leadership team, which has raised additional challenges. However, the developing team and their plans for improvement are beginning to have a positive impact on children's learning.

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

- Staff understand what children already know, can do and what interests them. They plan for what children need to learn next. For example, staff encourage children to make play dough. This helps children to practise their fine motor skills and develop their strength. Children love to pour, scoop, and knead the dough. They use utensils with increasing control.
- Staff work with the local authority to monitor the provision and make improvements. Staff monitor each other's practice and this is beginning to improve the quality of interaction. More experienced staff check what children have remembered so that they can reinforce their learning further. For example, children recall that the diplodocus has a long neck so it can eat the leaves at the top of the trees. They also know that the smaller dinosaur eats other dinosaurs.
- Efforts to promote children's language are, overall, successful. The manager has identified a member of staff to lead this work, although this focused approach is yet to be embedded. Staff provide lots of opportunities for children to hear spoken language. This is particularly helpful for children who speak English as an additional language. For instance, they listen to instructions and follow them to make their own play dough. They learn new vocabulary, such as 'ingredients'

and 'utensils'. Children have fun playing 'sound lotto'. They sing songs confidently, listening to the sounds that letters make. Children enjoy books and join in enthusiastically with the reading of their favourite bear hunt book.

- However, at times, some staff speak too quickly, or use complex sentences. Less-experienced staff also, occasionally, use incorrect grammar, such as 'doggy' instead of 'dog', when talking to children. As a result, they do not support all children to make the best possible progress in their communication and language development.
- Children follow good hygiene practices. For example, they automatically go to wash their hands before lunch. They benefit from the fresh air and exercise in the outdoor area and the park. They pour their own drinks to keep themselves hydrated as they play.
- Children begin to understand mathematical concepts. Staff include number in everyday activities to promote their understanding. Staff help children to talk about the size and shape of their towers. They also encourage them to count the spots on ladybirds while on their walk in the park.
- Staff work effectively with parents for a coordinated approach to meeting children's needs. Parents are very pleased with how well staff understand their children's individual needs. They are grateful for a sensitive settling-in process.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand the difficulties sometimes faced by parents and families. Staff work well with other agencies to make sure that children are kept safe and get any extra support they need. The majority of staff hold paediatric first-aid certificates. Children learn to keep themselves safe. For example, they know to hold an adult's hands when near the duck pond and to be careful if the steps are a little slippery.

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

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

- develop further the focus on children's language development so that all children are supported to make the best possible progress
- continue to drive improvements in monitoring and supervision of staff to provider even greater consistency in the quality of their interactions with children.

## Setting details

<b>Unique reference number</b>	EY443701
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10151454
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Wright, Mark Philip
<b>Registered person unique reference number</b>	RP514454
<b>Telephone number</b>	07773607359
<b>Date of previous inspection</b>	10 March 2020

## 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

Pat Edmond

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and staff talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents and chatted to the children during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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