

Inspection of Little Stars 2

Nottingham Focus on Wellbeing, Aspley Community & Training Centre, Minver Crescent, NOTTINGHAM NG8 5PN

Inspection date: 3 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children show they feel safe and secure at the setting. They separate from their parents and carers confidently when they arrive. Children smile at their key person as they are greeted. They settle quickly, helped by the flexible approach to settling-in sessions before children start. Children attend with their parents and comfortably form relationships with the staff over time. This supports their emotional well-being.

Children are able to make free choices in their play. Staff ensure that the learning environment is well organised so children can access resources independently. Children are encouraged to access a wide range of different opportunities, planned following their interests, in both the indoor and outdoor environment. Children develop their physical skills well as they climb and jump off tyres. They negotiate space as they ride around in toy cars. Children's behaviour is good. They are encouraged by staff to take turns when they play. At snack time, children sit together and socialise well. Children serve themselves snack, selecting food based on their likes and dislikes. Leaders plan a curriculum that allows for the children to broaden their experiences, including visits to the local library, which provide children with exposure to a wealth of vocabulary and experiences through storytelling. Children receive praise from staff regularly. As a result, children show confidence in completing tasks independently.

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

- Since the setting's closure during the COVID-19 pandemic, leaders have focused on the reintroduction of children in their care. They have made every effort to ensure that the children's and family's well-being is given high priority. This is demonstrated in the children's relationships with their key person, and the relationships between staff and parents. During the closure, some children attended a linked setting, providing continuity of care.
- Leaders and staff have a good understanding of their curriculum and what they want the children to learn. Staff have good knowledge of their key children, which allows them to plan an environment that meets children's individual needs, their interests and abilities. However, not all children are able to engage in adult-led activities during the day. For example, some children were engaged in an oral hygiene activity while others were outside, but this activity was not provided for all children throughout the day. This means that some children are provided with fewer opportunities to extend their learning.
- Staff morale is high. Leaders hold regular supervision meetings with staff to discuss their practice and consider areas for development. Staff liaise with a wide range of external agencies which promotes their professional development. As a result, staff are effective and confident, and know how to best support the

children and families in their care.

- Staff effectively manage and support children's behaviour through the use of a variety of strategies. They support children to manage their own feelings. They use age-appropriate resources, such as 'The Colour Monster' book, to enable the children to gain an understanding of their feelings and emotions. Behaviour is good, and children clearly understand boundaries and expectations.
- Parents feel that staff are approachable. They report positively on the education and care the staff provide for their children. Communication between parents and staff has allowed the children to settle well through their own individual induction processes. Staff gather information from parents on what children can do and already know, and invite families to regular stay-and-play sessions. However, not all parents know what their children's next steps are, and how they can support their learning at home.
- Staff plan for children to develop their speech and language skills. The use of 100 key words is woven throughout the curriculum and is well placed within planning to support children's development. The setting intends for all children to make a good level of progress in their communication and language skills, including children with special educational needs and/or disabilities. However, staff miss opportunities to correctly support children's vocabulary as they do not focus sufficiently on children's individual abilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff show a good understanding of their responsibility to keep children safe. Staff are aware of the signs and symptoms of abuse, and who to report to if they have concerns about a child's welfare. Staff understand the importance of following up children's absences and making contact with families to ensure children are safe and well. Staff know what to do if they are concerned about another staff's practice and how to follow the whistle-blowing policy. The children are well supervised in every area of the provision. Resources and equipment are well maintained to ensure that children are safe within the setting.

What does the setting need to do to improve?

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

- consider more precisely how staff communicate with children, focusing on their age and stage of development
- improve information provided to parents so that they know what their children need to learn next and how they can support them
- provide opportunities for all children to join in with adult-led activities, such as story times.

Setting details

Unique reference number	EY478897
Local authority	Nottingham
Inspection number	10076102
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 at time of inspection	2 to
Total number of places	24
Number of children on roll	18
Name of registered person	Lily & Co Limited
Registered person unique reference number	RP904216
Telephone number	01159297957
Date of previous inspection	9 March 2016

Information about this early years setting

Little Stars 2 was registered in 2014. It is situated in the Community Centre on the site of Ambleside Primary School in Nottingham. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time only. Sessions are from 9am until midday. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager guided the inspector around the provision during a learning walk.
- The manager and inspector carried out a joint observation of an activity together.
- The inspector looked at the relevant documentation.
- The inspector had face-to-face conversations with parents, to gain their view of the setting.
- The inspector spoke to staff at appropriate times during 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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