

Inspection of Little Stars Day Nursery

Grimsby Institute of Further & Higher Education, Laceby Road, GRIMSBY, South
Humberside DN34 5BQ

Inspection date: 20 April 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 demonstrate positive attitudes to their play and learning. They happily enter the warm and welcoming environment. Staff care for children in a safe and secure provision. A strong key-person system enables staff to obtain information from parents about children's preferences and developmental stages. This contributes to children settling quickly and forming strong attachments.

Staff have high expectations for children's learning. They recognise how children enjoy outdoor play and implement the curriculum in the outdoor area. Interesting activities capture the children's imaginations and encourage creativity. Children independently select their chosen activities from a wide range of stimulating and interesting resources. Staff critically reflect and evaluate how they would like to develop the environment further.

Children behave very well. Staff model good manners and respectful behaviours. They praise children when they say 'please' and 'thank you' and when they use good listening skills. This contributes to children's confidence and self-esteem.

During the COVID-19 pandemic, staff developed, and have continued to use, electronic communication to maintain contact with families. Videos from key persons ensure that children are reminded about their time at the nursery. Home learning activities were provided to continue children's learning at home.

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

- Staff are aware of children's starting points, both when they start at the nursery and as they transition from room to room. A well-thought-out curriculum allows staff to focus children's learning on targeted areas. Staff know how to support children to reach their individual goals. Staff know children well as a result of careful monitoring and assessment.
- Children's physical development is promoted very well. Children have opportunities to experience a range of activities to support their small- and large-muscle skills. Staff support even young children to challenge themselves as they climb the steps to the slide. Children expertly navigate the climbing equipment. They balance on the cups as they walk around the garden.
- Children's language skills are developed as they converse with staff. They talk about their home experiences and recall previous events at the nursery. Staff introduce new words as they talk about the 'wriggling' worms and praise children for using new vocabulary. Staff accurately identify when children need additional support in their communication and language. They use focused activities while awaiting external support and intervention.
- Staff follow children's lead in their play. They join in when they are invited to get

on the imaginary bus and go on the journey that children have created. Children use their imaginations as they talk about the passing scenery and sing 'The wheels on the bus'. They actively participate in this creative play.

- Children manage their feelings very well. They show empathy to their friends as they play. They check that they are all right after slipping when playing football.
- Staff ensure that children's independence is promoted so that they are ready for the next stage in their learning. However, this can be developed further with younger children. For example, although they are able to decide what fruit and drink they would like, they do not have the opportunity to pour their own drinks and select the fruit themselves. In addition, when babies are eating, staff follow parents' requests. This can result in children not being afforded their own plates. The food is placed directly on the table.
- Children have opportunities to learn about nature and the environment. They use magnifying glasses to view the insects they find in the garden. They examine and touch the insects as they gently pick them up before returning them to the soil.
- Families speak very highly of the nursery and the staff. They report exceptional care and nurturing from staff. They value the level of communication provided. They know what their child has experienced during the day and know about the key-person system.
- Leaders and managers accurately evaluate the nursery. They obtain feedback from parents and staff to contribute to a realistic assessment of the strengths and weaknesses. They accurately identify areas for development.
- Leaders support staff through regular supervision. Their learning and development needs are identified. Staff are helped to highlight any additional support they require and their emotional well-being is routinely checked on.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand the procedures to follow should they have concerns about children's welfare. They are aware of the wider aspects of safeguarding, such as the 'Prevent' duty and female genital mutilation. They routinely work with other agencies to safeguard children and recognise the importance of reporting absences and sharing information. Staff know to ensure the safety of the premises and identify any risks.

What does the setting need to do to improve?

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

- encourage younger children's developing independence, to further promote both their physical and personal development, for example during snack time
- find ways to make sure that lunchtime routines consider the individual needs of

all children and introduce young children to feeding equipment.

Setting details

Unique reference number	205543
Local authority	North East Lincolnshire
Inspection number	10233272
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	0 to 4
Total number of places	77
Number of children on roll	131
Name of registered person	Grimsby Institute for Further and Higher Education
Registered person unique reference number	RP903534
Telephone number	01472 315530
Date of previous inspection	1 December 2016

Information about this early years setting

Little Stars Day Nursery registered in 1986. The nursery employs 31 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- Families shared their views of the setting with the inspector.

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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