

Inspection of Little Stars

Ascot Way, Rustington, Littlehampton, West Sussex BN16 3SB

Inspection date: 13 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly as they arrive at the nursery. They settle quickly and are eager to start their day. The spaces where children play and learn have been extremely well considered. This ignites their interests and provides them with multiple invitations to explore, discover and be curious. As a result, children are confident to make choices and independently select resources to facilitate their imaginative ideas. For example, children show high levels of concentration as they decide how to make an island in the water tray. They use good levels of language to describe what they need to do when their sand island dissolves. This demonstrates children's ability to keep trying and they talk about how to problem-solve.

Children behave well and have good attitudes to learning. They delight in joining in with books that require active participation. This contributes towards developing a fondness of listening to stories and enhances their vocabulary. Children form strong bonds with the adults that care for them. They enjoy meaningful interactions and confidently share their ideas. Children join in singing songs collaboratively with their friends. Babies benefit from a well organised and calm environment. They demonstrate feeling safe and secure as they explore resources and activities that capture their interest.

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

- The ambitious and extremely effective manager has very high expectations for all children who attend. She makes accurate assessments of her team. Where there are slight inconsistencies in quality, the manager has plans for raising all teaching to the very highest level. She works very closely with staff to ensure they plan and implement a precise curriculum. This is designed to give all children a fantastic start in building the skills, knowledge and understanding for their future learning.
- Staff spend time with the children to ensure they get to know them very well. They use this knowledge to deliver activities, experiences and a learning environment that captures children's curiosity and motivates them to learn. For example, children demonstrate they have very good language skills and share their experiences about what they are learning in nursery. They reflect on a past activity where they work together to use knives to prepare food so they can make soup.
- Children receive support to understand the routine of the setting which helps them move from one experience to another. Therefore, children feel safe and secure in knowing what to expect. However, occasionally, there are times where routines and multiple resources distract the younger children, rather than enhancing their learning. This means they can be overwhelmed which makes it

hard for them to focus and maintain concentration.

- Overall, children behave very well. Staff support them to understand behavioural expectations and encourage children to show kindness and courtesy to their friends. Children are currently learning about their emotions to support being able to express themselves and contribute towards managing their own behaviour well. As a result, children learn how they can support their own emotional health and well-being.
- Occasionally, when children experience rare minor disagreements with their friends, staff are quick to offer support to help children overcome any upset. This does manage to resolve issues swiftly. However, staff are yet to consider how they can empower older children to work out and negotiate how they can resolve issues among themselves.
- The manager and her staff work exceptionally hard with parents and outside professionals. This is to ensure all children, particularly those with special educational needs and/or disabilities receive swift intervention to make the best possible progress.
- Children have opportunities to find out about their local community. They have regular access to outings to participate in a variety of rich-learning experiences. This includes forest-school sessions, trips to the beach and local parks. As a result, this helps children gain a greater appreciation for where they live and the wider world.
- Parents speak with great enthusiasm about the fantastic support they receive from the setting. They comment how well the manager and staff know their children. Parents explain they know their children make good progress in their learning and development. They receive regular updates and communication is extremely effective.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate they are knowledgeable about child protection matters. They receive up-to-date training and can confidently discuss aspects of wider safeguarding concerns such as county lines, domestic violence and extremism. Staff know the indicators that a child may be at risk of harm. They understand the processes to report concerns in line with local procedures. Managers ensure that vetting checks are conducted so that only suitable individuals work with children and their families. Risk assessment is in place for all areas of the setting to ensure it is safe and suitable for all children who attend.

What does the setting need to do to improve?

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

- improve routines and organisation of activities for very young children so they

are not overwhelmed by too much choice that can affect their ability to remain focused

- support staff even further to develop their understanding of how to help children to develop the skills and necessary language to manage minor disagreements independently to help build emotional resilience.

Setting details

Unique reference number	EY359612
Local authority	West Sussex
Inspection number	10228438
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	72
Number of children on roll	106
Name of registered person	Smith, Kirstie Louise
Registered person unique reference number	RP906768
Telephone number	01903 850 221
Date of previous inspection	26 January 2017

Information about this early years setting

Little Stars registered in 2007. It operates from premises in Rustington, West Sussex. The nursery is open each weekday from 7.30am to 5pm, during term time. There are 22 members of staff; 18 of whom hold appropriate early years qualifications, including one who has achieved early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sherrie Nyss

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 inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the setting.
- The inspector held a discussion with the manager in relation to the leadership and management of the setting.

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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