

Inspection of Little Stars Nursery

Old Farm Road, Mancetter, Atherstone, Warwickshire CV9 1QN

Inspection date:

25 April 2022 - 18 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised at this nursery. This is because Ofsted has not been informed of all directors. Despite this, children appear happy and settled. However, this weakness has an impact on children's experiences at the nursery, due to the false sense of security.

Children are welcomed into the 'awe and wonder' of this vibrant home-from-home nursery. Children hang their hopes and dreams on their nursery wish tree and when they leave or go on to school these are shared with a view to being fulfilled. Children are valued. They attend a 'children's committee' where they talk about their views, likes and their wishes for what they want in the nursery. Children's own experiences are at the heart of their education. Children learn about what makes them unique during role play. For example, they explore combing their hair as hairdressers. Children benefit from a wide range of activities, which promotes their learning. For example, children learn about how certain foods give them superpowers, such as dairy being magic because it makes bones strong.

Children benefit hugely from being outdoors in this nursery. Children learn how to take appropriate risks in play and test their capabilities. For example, they build structures and jump off crates or pretend to be pirates and balance on the plank. Children consistently learn new words in play. Opportunities to explore real experiences with their favourite stories are rich and plentiful. For example, children share their sheer delight as they step through the sensory trays of squelching mud as they re-enact a story about a bear.

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

- Despite the above safeguarding weakness, the on-site managers lead the setting well. Children are central to the ethos and staff have high expectations for each child who attends, including disadvantaged children.
- Professional development is effective. Staff reflect on the impact of the training they receive. For example, recent training has identified the need for staff to break down the words they use when modelling language to ensure all children, including those who speak English as an additional language, make progress.
- Staff have a firm understanding of the curriculum, that builds on children's experiences. For example, children who want to make tea, show deep levels of concentration as they expertly hold the China tea pot and successfully pour a cup of tea for their friends without spilling it.
- Transition at every stage in the nursery is focused on the individual child. Staff support children well to make the transition from home to nursery as smooth as possible. Key persons liaise with parents to ensure children build a warm and mutually respectful relationship. The nursery provides aids for transition. For

example, children can choose a hand crocheted blanket they use for sleep while at nursery and they can take these home with them at the end of their session. This helps children to settle quickly.

- Children demonstrate sound social skills, manners and behaviours. They learn about right and wrong. Children who sometimes struggle to regulate their behaviour learn new words to explain how they are feeling. Staff place some emphasis on supporting children's emotional well-being. However, this is misplaced due to the fact that not all required suitability checks have been carried out.
- Partnerships with parents are sound. Parents speak positively about the support their children receive. They attend stay and play cooking sessions and say that they gain valuable skills and recipes to cook with their children at home.
- Staff provide appropriate support for children with special educational needs and/or disabilities. The special educational needs coordinator acts swiftly to liaise with other professionals to gain support for children at risk of falling behind. This helps improve outcomes for these children.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and welfare is not assured. Suitability checks have not been carried out for all directors of the company. This is due to the provider's failure to notify Ofsted when new directors take up post. This is an offence. Despite this, the management team have some effective child protection procedures in place. Staff know how to respond to any concerns that a child may be at risk of harm. They have a secure understanding of how to report concerns and keep children safe. Staff teach children to assess the risks during activities to keep themselves safe. For example, when children make fruit kebabs, they warn their friends to be careful of the 'pointy' part of the skewer.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that Ofsted is provided with the necessary information to carry out suitability checks on all members of the registered body.	03/06/2022

Setting details

Unique reference number	EY372057
Local authority	Warwickshire
Inspection number	10116302
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 4
Total number of places	53
Number of children on roll	107
Name of registered person	Foalyard Nurseries Limited
Registered person unique reference number	RP905505
Telephone number	01827717549
Date of previous inspection	12 June 2015

Information about this early years setting

Little Stars Nursery registered in 2008. The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 or 5. The nursery opens from Monday to Friday all year round, operating from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

Information about this inspection

Inspectors

Katherine Wilson
Trisha Turney

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 and the inspector conducted a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed activities both indoors and outdoors to assess the impact of children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to staff and took account of their views.
- The inspector carried out a joint observation with the manager.

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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