

# Inspection of Little Stars Great Glen Ltd

St. Cuthberts C of E School, The Chase, Great Glen, LEICESTER LE8 9EQ

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Inspection date: 5 July 2022

**Overall effectiveness** **Good**

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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 arrive excited to start their day. They are greeted at the door by friendly, smiling staff. Children settle quickly. They rush to greet their friends and are soon engrossed in games and activities. Staff talk to parents and exchange important information about their children. For example, parents let staff know how their child has slept, and this helps staff to understand children's behaviour and attitudes while they are at the pre-school.

Children and staff share positive relationships, and this helps children to feel safe and secure. Staff have suitably high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children are encouraged to be thoughtful of one another. They are encouraged to play together and are supported to share and take turns.

Staff communicate clearly with children, and this helps them to understand the day-to-day routine and to anticipate what comes next. Children help to prepare for snack and to tidy away again afterwards. They enjoy cleaning the tables and setting plates and cups out for their friends. After snack, they put their plates and cups in a bowl ready to be washed and put their snack waste in a bin to be composted.

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

- Staff consider the curriculum well and offer children a vibrant range of activities. Children choose what they want to do and how they want to play. Staff know that children like to transport resources and support this by providing baskets, bags and prams. Children ably move blocks, vehicles, dolls and books to the spaces they choose to play in. For example, small groups of children like to play in the reception area where it is quieter. They choose what to take with them and bring it back at tidy-up time.
- Staff understand the local community that the children come from. This helps them to plan to meet the needs of individual children, including those with SEND. Staff develop very positive relationships with parents and other professionals who may be involved in the children's care. This means they can plan and implement specific strategies to support children to make the best possible progress.
- Parents speak very highly of the pre-school and the staff. They attribute their children's confidence and social skills to their attendance. They comment that their children settle well and look forward to coming every day. Parents know who their child's key person is, but share that all staff get to know the children very well. Parents value the verbal and electronic feedback they receive about their child's development.

- Staff support children's communication and language development to help children become successful learners. They communicate well with children, including those children who speak English as an additional language. This helps develop children's understanding and speaking skills. Staff introduce new words and listen to what children tell them. They introduce weights, measures and comparisons during block play and use some phonic sounds to support children to recognise the letters in their own name.
- Children are encouraged to be independent. They manage their own toileting needs and call for staff if they require support. Children wash their hands before snack and manage their own coats and shoes when they go out to play. Sometimes, staff forget to remind children about simple hygiene rules, such as washing their hands after snack, or when they have sneezed or blown their nose.
- Outside, children have access to a wooded area and a playground, where they can play ball games and develop physical skills. Sometimes, staff do not consider the organisation of the space available, so that children can play safely and make progress. For example, some children want to learn to use a bat and ball, but other children often run in their way. This means that children do not always develop new skills or think about their own safety.
- Staff complete training to help develop their knowledge and understanding. They use what they learn to support their responses to children. For example, recently, staff have attended training focused on promoting children's behaviour and supporting well-being. Consequently, they now take more time to understand children's behaviour and help children to learn to self-regulate their feelings.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are knowledgeable about child protection matters, such as abuse, neglect and radicalisation. They know how to identify, report and record concerns about children's welfare. Staff meet regularly to discuss children's well-being. This helps them to understand and meet children's emotional needs. The manager follows safer recruitment procedures. She checks the ongoing suitability of staff to ensure that only those adults deemed to be suitable work with children. Staff report that they can approach the manager with their concerns and understand that they will be listened to. The premises are secure, which contributes to keeping children safe.

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

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

- help staff to continue to build on their knowledge and awareness of how to consistently promote children to practise good hygiene, so that children can

- understand how to keep themselves healthy
- focus more precisely on enhancing the curriculum for children's play and learning experiences outdoors.

## Setting details

<b>Unique reference number</b>	EY481791
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064513
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Stars Great Glen Ltd
<b>Registered person unique reference number</b>	RP902253
<b>Telephone number</b>	07469712321
<b>Date of previous inspection</b>	16 November 2015

## Information about this early years setting

Little Stars Great Glen Ltd registered in 2015. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, one at level 3 and one member of staff has qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.10am to 12.10pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Siddons

## 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 manager and has taken that into account in their evaluation.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke to parents, read information provided by them, and took their views into account.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- The inspector looked at relevant documentation, such as the policies available to parents, 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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