

Inspection of Little Stars Preschool Nursery Ltd

New Bentley Neighbourhood Resource Centre, Christchurch Avenue, HARROW,
Middlesex HA3 5BD

Inspection date:

2 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to come to this nursery. Staff work hard to build close relationships with children. They interact with children, and speak warmly and positively to them. Managers have accurately recognised that there is variability in the quality of teaching. Some staff do not have the skills to move children's learning on through their interactions. This means that not all children make good progress.

The manager and staff team are unclear about how to consistently implement the curriculum to ensure that it meets all children's needs as well as possible. However, staff plan various topics to focus children's learning. They offer a variety of interesting and exciting activities at the nursery. For example, children explore a castle and other props when they learn about the story of Cinderella. Children generally behave well.

Even though the nursery is based on the first floor, children have access to a well-resourced garden every day. Although children have some opportunities to be independent, staff do not consistently help them to gain skills to prepare for their move on to school. For example, sometimes, staff take over and do not encourage children to put their coats on themselves before they go outside.

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

- Managers know that children's needs have changed during the COVID-19 pandemic. They are passionate about the experiences which children have. The provider uses funding to obtain resources to enhance the learning experiences for all children, not just those children who are disadvantaged.
- Staff work well with parents and share information about children's learning. Parents speak highly of the setting. They comment that the nursery setting is a big advantage within the locality and they feel comfortable to send their children there. Parents feel that the provider goes above and beyond to help their children, especially those with special educational needs and/or disabilities (SEND).
- Staff comment that they feel valued and supported by managers. However, the manager has not used staff supervision sessions and training to identify and address weaknesses in the quality of teaching.
- Children with SEND are given the opportunity to flourish. Key persons prioritise their time working with children with SEND. However, this sometimes means that other children are expected to play with other staff members in the room, who do not know how to extend their learning. Consequently, some children do not benefit from the same high-quality interactions and do not learn the skills which they need for their future learning.

- Staff do not consistently use careful sequencing to help all children to build their learning over time. Consequently, children have some gaps in their skills and knowledge. For example, staff attempt to teach children to write the alphabet, before they can make marks effectively or begin to recognise the sounds of letters.
- Staff place a strong focus on children's communication and language development in the nursery. They support children to extend their vocabulary and engage them in regular conversations. Staff get down to children's level and make eye contact. They also use visual aids and gestures to enhance children's understanding of what happens next. For example, staff show a picture card of a nappy to children to indicate it is nappy changing time.
- Children's dietary requirements are met during well-supervised mealtimes. The provider ensures that the packed lunches which children bring contain healthy food.
- Children's physical development is promoted through activities supporting their fine and gross motor skills. The outdoor environment is well resourced and used effectively. For example, the younger children have a separate outdoor area, to avoid accidents. However, children are not always supported to manage their self-help skills independently. For example, they are expected to wait for a member of staff to take them to the toilet, as they are not allowed to go into the hallway by themselves. This deters some children's confidence.
- Overall, children behave well, are familiar with their routines, play cooperatively with their peers and take turns. These skills help them progress on to their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow appropriate recruitment and induction procedures. They complete suitability checks to ensure that all staff working with children are suitable. Staff and managers demonstrate a good awareness of all safeguarding practices, including staff allegations. They understand the importance of recognising any cause for concern and are aware of the reporting procedures. Managers also ensure that staff are able to care for children in the event of an accident or incident. All staff hold paediatric first-aid certificates. They complete daily safety checks to ensure that children play in a safe place. Managers monitor children's attendance, and parents are aware that they must report any absences.

What does the setting need to do to improve?

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

	Due date
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identify inconsistencies in teaching and provide targeted support to improve this	09/03/2023
support staff to be able to challenge and interact with children during activities, to enhance their learning	09/03/2023
ensure that key persons share information with other staff about the learning needs of their key children, to support children in achieving their next steps in learning.	09/03/2023

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

- expand on the opportunities to promote children's independence with their personal care skills.

Setting details

Unique reference number	2579064
Local authority	Harrow
Inspection number	10250960
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	1 to 4
Total number of places	52
Number of children on roll	58
Name of registered person	Little Stars Pre-School Nursery Limited
Registered person unique reference number	2579063
Telephone number	07764443270
Date of previous inspection	Not applicable

Information about this early years setting

Little Stars Preschool Nursery Ltd registered in 2017. The nursery is based in Harrow, in the London Borough of Harrow. It is open all year round from 8am to 6pm, Monday to Friday, except for bank holidays. The provider receives funding to offer early education for children aged two, three and four years. There are eight members of staff, all of whom have relevant qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Sharmee Bhatt

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The provider and the inspector carried out a learning walk together of the nursery and discussed how staff intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children and staff spoke to the inspector throughout the inspection.
- The manager and the inspector carried out a joint observation of a small-group activity.
- Parents shared their views of the setting with the inspector through discussions.
- The inspector reviewed evidence of staff's suitability.

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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