

# Inspection of Tiny Stars Canterbury

Printing House, Simmonds Road, Canterbury CT1 3RA

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Inspection date: 13 March 2023

**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 Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders have worked hard to make improvements since the previous inspection. Children enjoy the varied activities on offer, which have been provided based on their developmental needs and interests. For example, they enter the main room and are greeted by the smell of flavoured tea. Children explore the coloured water as they fill and empty a range of different bowls and cups. They learn to share and take turns with the equipment available, learning new vocabulary also. Outside, children enjoy creating constructions that enable them to investigate cause and effect. For instance, they work with staff to tier crates and guttering and watch as they roll small balls to the bottom. Children learn to make decisions and use their critical-thinking skills as they tilt the ramps higher or lower.

Children behave well. They are reminded by staff to use kind hands and to make sensible choices. Children approach staff for support and comfort. This shows that they feel safe and secure. Children delight in learning about each other's varied backgrounds and the wider world. For example, staff encourage them to talk about what they like to eat at home during lunchtime. They learn new words and discover the similarities and differences between themselves and their friends. Children who speak English as an additional language (EAL) are helped to make connections in their learning.

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

- Since the last inspection, the manager, who was newly appointed at the time, and her strong team of staff have made significant improvements to the nursery. For example, they have reorganised the room to ensure that children access the resources on offer. They consistently monitor what impact the provision has for children's development, safety and well-being. As a result, children are much more engaged and actively involved in their learning.
- Children welcome staff to join their games, and staff enthusiastically respond. However, at times, the noise levels in the main room used for provision become unnecessarily high. This restricts children's opportunities to fully develop their communication and language skills.
- Staff find out what children know and can do before they start. For example, during settling-in sessions, they discuss with parents if children have special educational needs and/or disabilities (SEND). They use this information to plan activities that meet all children's needs. Staff understand how to track children's progress and can identify children who need extra help in their learning. They work well with parents and external agencies to ensure that children's next steps in learning are shared effectively.
- Children develop good physical skills. For example, they are encouraged to explore different movements during visits, such as to the neighbouring soft-play

centre. They practise walking up steps and finding different ways to come down slopes. Children have fun as they learn how to be active and begin to understand how to live a healthy lifestyle.

- Overall, children are motivated and remain engaged in their play and learning. However, staff do not always ensure that all children are supported to join in and sustain an interest during group-led times, particularly the younger children. This means that children do not access all learning opportunities given.
- Staff provide lots of opportunities for children to develop their independence skills. They give instructions and model how to use tools and equipment. For example, children make their own play dough, which they use to explore creatively. Staff encourage children to dress and undress by themselves, such as by changing their slippers for wellington boots when going outside. Children develop good physical and independence skills as they take part in daily activities.
- Parents report that staff are very friendly. They feel that there is good communication and comment that they are invited to have an input into their child's learning and development at the nursery. Parents of children who speak EAL report that they are happy with the support provided.
- Managers provide regular supervision meetings, and staff report feeling valued and part of a supportive team. Managers support staff with their professional development and provide access to a range of training opportunities. This helps them to raise the quality of the provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their responsibilities to protect children from harm. The manager and staff are aware of the procedures to follow should they have a concern about the welfare of a child or should a concern arise about the conduct of a colleague. The manager follows safer recruitment processes to ensure the suitability of staff working with children. A high priority is placed on health and safety in the setting, and the premises is regularly checked to ensure it is safe and secure for children.

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

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

- support staff to monitor and manage noise levels in order to better promote children's communication and language development
- review group times, particularly for the youngest children, to help them become deeply engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY489431
<b>Local authority</b>	Kent
<b>Inspection number</b>	10261667
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Tiny Stars Day Care Ltd
<b>Registered person unique reference number</b>	RP531340
<b>Telephone number</b>	01227463607
<b>Date of previous inspection</b>	20 October 2022

## Information about this early years setting

Tiny Stars Canterbury registered in 2015. The nursery is open Monday to Friday, from 9am to 5pm, for most of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff, of whom one holds a relevant early years degree and three hold relevant qualifications at level 3.

## Information about this inspection

### Inspector

Kate Williams

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation 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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