

Inspection of Little Stars Day Nursery

748 Hanworth Road, HOUNSLOW TW4 5NT

Inspection date: 11 May 2023

Overall effectiveness **Good**

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 feel safe and secure. Leaders and staff know each individual child's learning needs. Parents comment on how well staff support them. Staff ensure that information is shared between families and other professionals. For example, they host multi-agency meetings to support communication between everyone involved with children. This means that there is a consistent approach in place for children's development.

Children develop a range of vocabulary. Throughout the setting, children have time to practise their language skills. Babies and toddlers learn new words as staff describe the movement of the instruments that children use while singing. Pre-school children develop an interest in numbers. Staff bring books alive with songs and actions. For example, children sing a song about how many pieces of fruit 'the hungry caterpillar' is eating. As a result, children develop their listening and early literacy skills.

Children naturally engage in physical activity. They find joy in dancing to music or practising a range of movements, such as spinning and jumping, in the garden. Staff encourage all children to be active. This builds a strong foundation for a healthy lifestyle.

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

- Leaders have clear and realistic expectations. They are clear with staff on what they expect children to learn before the next stage in their learning journey. For example, staff expect to see babies strengthening their finger muscles before holding pencils correctly. As a result, staff set appropriate next steps in learning for each child. This supports children to learn at a stage that is suitable for them.
- Staff can sometimes focus more on the end goal of an activity, rather than allowing children to learn through their own ideas. For example, staff task children with creating butterflies from handprints and tools to develop their fine motor skills. However, some children prefer to paint their hands or create something else. Staff do not always follow children's interests to reach the same developmental outcome. This means that children do not consistently develop confidence in their own ideas and abilities.
- Staff use their assessments to identify when children may need additional support in their development. These assessments begin from when children start at the setting. Staff monitor children's progress, which helps them to determine where they need support next. They share children's progress with parents through their online app.
- Leaders are confident to refer children to the correct professionals. In the

meantime, staff work as a team to use strategies to reduce gaps in children's development. For example, staff use signs alongside words, and they speak to children in their home languages as well as English. This helps all children to reach their full potential.

- Leaders and staff work with parents to ensure that children have healthy meals. Staff share photos in newsletters of examples of healthy meals and discuss with parents what their children are eating.
- Some children do not always eat their meals at lunchtimes. Staff do not recognise that these children are then not engaging in activities. They do not consider the importance of healthy eating on children's concentration and capacity to learn.
- Children are confident in their environment and behave well. Staff use praise to promote children's positive behaviour. They explain to children how to be kind and gentle using props. As a result, children learn about right and wrong.
- Children identify and demonstrate a range of feelings through their facial expressions. However, staff do not explore with children how they are feeling and how they can manage these feelings. This means that children do not always understand why they feel a certain way and how they can make others feel.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend frequent training to ensure that they have the skills to keep children safe from harm. Staff are confident about what to do if they have a concern about a child or an adult. They know who to go to beyond the nursery, if needed. Leaders work with local authorities to promote children's well-being. Staff follow clear procedures to keep children safe and well. For example, when children are unwell, staff take swift action to make sure that children are cared for. Staff follow the nursery's procedures to ensure that all children's health and well-being are maintained.

What does the setting need to do to improve?

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

- continue professional development to build staff's confidence in being able to follow children's individual interests to still reach the same developmental outcome
- develop all staff's knowledge of the importance of healthy eating for children to be able to focus on tasks and learn
- support staff in their teaching techniques to support children's emotional development.

Setting details

Unique reference number	EY463020
Local authority	Richmond Upon Thames
Inspection number	10288602
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	80
Name of registered person	Littlestars Day Nursery (UK) Ltd
Registered person unique reference number	RP532626
Telephone number	0208 894 2590
Date of previous inspection	12 December 2018

Information about this early years setting

Little Stars Day Nursery registered in 2013 and is located in the London Borough of Richmond upon Thames. The nursery employs 12 members of staff. Of these, one member of staff holds qualified teacher status and the remaining staff hold appropriate early years qualifications at level 2 and 3. The nursery is open from 8am until 6pm, Monday to Friday, all year round. It provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Tina Twynham

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.
- Children communicated with the inspector during the inspection.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery 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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