

Inspection of Little Stars Day Nursery

20 Horbury Road, Ossett WF5 0BN

Inspection date: 23 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Managers implement an ambitious curriculum that helps all children to prepare well for their next stage in learning. Children show confidence and good levels of independence as they learn to do things for themselves. This includes changing their own clothes after school and serving themselves during mealtimes. Babies smile in admiration at the staff who care for them. They explore coloured rice and respond to lights shone on the ceiling, which create various shapes and patterns. Staff use descriptive words and talk to children about what they see. Babies benefit from stories and song time. This helps to develop children's communication and language skills.

Staff, particularly in the pre-school room, model practice and ask well-timed questions to help children to develop their thinking skills. Children show that they are effective communicators. They talk eagerly to others about their learning. They remain engaged in activities, such as using magnifying glasses to look at real caterpillars and find out about the life cycle of a butterfly. Children recall the various evolving stages and use words such as 'chrysalis'. Children benefit from exciting outings and trips in the local community. They learn problem-solving skills and show an understanding of ways to use natural materials. For example, children join in with den-building activities.

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

- Managers evaluate the setting and work well with local schools. They share information, including arranging transition visits ahead of children starting school. This allows them to share appropriate information that helps to meet children's individual needs. Generally, managers work well with other professionals, including the local authority. They attend quality improvement network meetings and follow advice on how to make improvements at the setting. Despite this, the provider has failed to notify Ofsted of a significant event within a timely manner. However, this does not have an impact on children.
- Staff complete observations and assessments of children's learning and share this information with parents. Parents are invited in to the setting and meet with their child's key person. Furthermore, managers and staff arrange events, such as 'grandparents day' where grandparents are invited in to the setting for activities and celebrations. Parents comment that the settling-in arrangements have helped their children to settle quickly, and children now arrive and open their arms out for staff. Staff provide ideas for parents to try at home, including counting objects during walks in the local community. This helps to provide a continued approach to children's learning. Staff learn about the child's routine at home and implement this into practice, which helps children to feel secure and

supports their emotional well-being.

- Children learn how to wash their hands and follow good hygiene practices. They benefit from healthy choices during mealtimes and have opportunities to exercise regularly. Children use a large climbing apparatus in the outside area. They work together with staff to learn how to operate a pulley system, using ropes and buckets. Young children use trays, paint and elastic bands to create paintings and artwork. Children are creative learners. They dress up in role-play areas and act out roles, such as firefighters and police officers. This helps to develop children's imaginative skills.
- Children show good listening and attention skills. They become engrossed in familiar stories being read by staff. Staff help children to prepare for what they need to learn next. However, transitions throughout the daily routine are sometimes disorganised. Children are left waiting too long and become distracted from their learning.
- Managers and leaders carry out supervision sessions and practice observations. Staff attend regular training, including in-house discussions at team meetings. Furthermore, they have completed training that focuses on learning through nature, with a specific focus on outdoor learning. However, there are some emerging weaknesses in staff practice that have not yet been identified and addressed. This is mainly around key routine times of the day to help to ensure that there is a consistent approach across all age groups.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of safeguarding matters. They are aware of the steps to follow in the whistle-blowing policy in relation to any concerns about staff practice. Staff show a good awareness of the possible indicators that a child and family may be exposed to extreme views and/or behaviours. Managers ensure that staff receive up-to-date training and are aware of the policies and procedures of the setting. This includes how to report concerns in relation to a child's well-being to the designated lead safeguarding person within the setting. There are child protection policies in place. These cover the safe use of mobile phones and cameras at the setting.

What does the setting need to do to improve?

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

- build on transition arrangements to ensure that children are not left waiting too long for the next stage in the routine
- review supervision sessions and consider ways to identify and address any emerging weaknesses in staff's practice.

Setting details

Unique reference number	EY539761
Local authority	Wakefield
Inspection number	10291035
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	60
Number of children on roll	108
Name of registered person	Little And Shooting Stars Ltd
Registered person unique reference number	RP539760
Telephone number	01924281806
Date of previous inspection	16 February 2018

Information about this early years setting

Little Stars Day Nursery registered in 2017. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, one member of staff holds a level 5 qualification, and one member of staff holds a level 6 qualification. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- 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 that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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