

Inspection of All Stars Child Care

Arc House, 1 Coal Hill Lane, Farsley, Pudsey LS28 5NA

Inspection date: 17 May 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily enter and quickly settle. They have secure emotional attachments to staff and effective settling-in programmes are in place. This helps children to feel safe. However, staff do not consistently plan and implement the curriculum well enough for some children in the nursery. This impacts on the progress children make. That said, babies and toddlers aged up to 18 months in the baby room respond to the warm and nurturing staff by smiling and babbling away. They excitedly explore and investigate stimulating tactile media. Older children are engrossed in activities and know how to follow rules. They delight in staff's praise and encouragement, which helps to promote their self-esteem and confidence. However, some younger children are not always supported to develop a deeper understanding of age-related expectations and boundaries.

Children over the age of three years engage in a wealth of age-appropriate exciting activities. Consequently, they develop important skills and make good progress in readiness for future learning. This includes children in receipt of additional funding and children identified with special educational needs and/or disabilities (SEND). For example, children concentrate and engage well, develop friendships and thoroughly enjoy learning. They excitedly observe tadpoles using magnifying glasses and take part in fun activities that develop their early mathematical skills. Children play collaboratively, for example, while completing large interlocking puzzles.

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

- Staff do not plan or implement an effective curriculum for all children in the nursery. While the curriculum for children over three years old and those in the baby room meets their developmental needs, the provision for some other younger children is less effective. For example, activities and care routines for children in the 'Twinkles' and 'Sparkles' rooms do not reflect their stage of development and adequately cover the prime areas of learning. In addition, staff supporting two-year-old children in the 'Superstars' rooms do not adapt activities or practice well enough, to precisely target their stage of development and next key steps in learning.
- Staff work in close consultation with parents to effectively promote children's emotional well-being, for example, as they settle in. As part of this, staff gather important information to meet children's individual needs and follow care routines from home. However, staff working with children aged between 18 and 30 months do not always positively reinforce children's developing understanding of behavioural boundaries and expectations, to support their learning further.
- Due to a recent change in the deployment of staff, qualification requirements

are not consistently met. This is in relation to staff working with children aged between 18 and 30 months. Where staff who work with this age group hold qualifications, or are just about to qualify, this is not having enough of a positive impact on curriculum delivery and the progress children make. Although there are systems in place for the manager to monitor and develop staff's practice, this is not fully effective in improving the overall quality of the provision.

- Staff sing songs enthusiastically and children enjoy looking at books, which contributes to their early language and literacy skills. Staff in the baby room introduce new words while toddlers have great fun exploring wobbly cooked jelly. Toddlers scoop using spoons, which helps to develop their small-muscle strength. Older children develop new vocabulary as they learn about the life cycle of the frog.
- Children enjoy hearty, healthy meals, freshly prepared by the nursery chef, and daily fresh air and physical activity outdoors. For example, children delight in running under a large parachute and confidently negotiate large apparatus. This contributes to their good health and development of their physical skills.
- Staff continually share their observations and assessments of children's progress with parents, for example, electronically and face-to-face. They share information about children's daily care and activities, share ideas to support children's learning at home and hold activity workshops. Parent feedback, both written and verbal, is extremely complimentary.
- Staff promptly identify children with SEND. They make timely referrals to, and work in strong partnership with, other professionals. This helps to secure early interventions and helps children to catch up in line with their peers.

Safeguarding

The arrangements for safeguarding are effective.

The provider has rigorous vetting procedures, to ensure that staff are suitable to work with children. Staff undertake safeguarding training and can identify possible indicators of abuse. They understand how to report concerns, to help keep children safe. Staff closely monitor access to the nursery and closed-circuit television enhances safety and supervision. Staff undertake appropriate risk assessments, in order to promote children's welfare. As part of this, staff supervise children as they eat, engage in sensory play, take a nap and use outdoor physical apparatus. A high number of staff hold paediatric first-aid training. This means that staff can promptly respond to any accidents or emergencies across the nursery to promote children's welfare.

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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improve planning and implementation of the curriculum to ensure that it meets all children's needs and developmental stages, particularly in the prime areas of learning for some of the younger children	16/06/2023
improve staff's understanding of how to support young children's developing understanding of boundaries and behavioural expectations	16/06/2023
ensure that qualification requirements are consistently met in relation to children aged 18 months to 30 months	16/06/2023
improve monitoring and coaching of staff to identify and address weaknesses in practice.	16/06/2023

Setting details

Unique reference number	EY466725
Local authority	Leeds
Inspection number	10285855
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	0 to 4
Total number of places	85
Number of children on roll	111
Name of registered person	All Stars Child Care Ltd
Registered person unique reference number	RP532224
Telephone number	01132572140
Date of previous inspection	20 October 2017

Information about this early years setting

All Stars Child Care registered in 2013. The nursery opens from Monday to Friday, all year round, excluding the week between Christmas and New Year. Sessions are from 7.30am to 6pm. The nursery employs 18 members of childcare staff. Of these, 15 hold an appropriate early years qualification; three hold a level 2 qualification, 11 hold a level 3 qualification and one holds a level 6 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

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 of the provider.
- The inspector observed the safety and suitability of the premises. She observed the quality of education, both indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector carried out a learning walk with the manager to understand how they organise the early years provision and curriculum.
- The manager and the inspector observed, and discussed, a range of activities taking place across the nursery.
- The inspector spoke with staff, children and parents during the inspection. The manager shared emails from parents and activity workshop questionnaires.
- The inspector held a meeting with the manager. She looked at various documents, including those related to the suitability and qualifications of staff.

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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