

Inspection of Little Stars (Workington) Limited

30a Church Road, Harrington, Workington, Cumbria CA14 5PT

Inspection date: 19 July 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

Children are greeted at the door in this welcoming nursery by friendly and affectionate staff. Children have well-established, trusting relationships with key staff, holding out their arms for cuddles on entering the provision. This supports children in feeling safe and secure. Babies beam with delight as staff sing action rhymes. Children giggle and squeal with joy, bouncing up and down as staff blow bubbles into the air. Children gaze as they cascade down, shouting 'pop, pop' as they burst them with their fingers. Children's emotional well-being is well supported.

Children's behaviour is good. They listen attentively and respond positively to requests from staff. Staff respect children by asking permission before carrying out care routines, such as blowing noses or changing nappies. Children feel valued and listened to. Staff model how to take turns as children pour their drinks and butter crackers at snack time.

Children delight in physical play. For example, babies enjoy tummy time in the fresh air as they reach for favourite rattles, strengthening their core muscles. Older children bend and stretch as they risk assess how to move over climbing apparatus outdoors. They skilfully ride wheeled vehicles around obstacles, showing great coordination. Children develop small-muscle skills as they grasp chalk and paintbrushes when mark making. Children are eager to explore from the minute they enter the nursery.

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

- Partnerships with parents are strong. They praise the nursery for the support and guidance they receive. Staff share information with parents about a range of experiences, including baby weaning and the benefits of sharing books with children. Well-established links with home help to promote the best possible outcomes for children.
- The manager provides a well-planned curriculum. This includes a variety of activities, which build gradually on what children already know and can do. She works very closely with her staff team and ensures that they have access to relevant training. Staff use observations and their knowledge to help close gaps in learning. Children are ready for their next stage of learning.
- Children's communication and language is generally supported well. Staff talk to children calmly. They repeat single words and provide narrative during play. Children eagerly join in with familiar stories and songs. Well-thought-out resources help to support children's vocabulary. For example, during role play, children explore sponges, real potatoes, pots and pans. However, staff do not pose questions to extend children's thinking, which means children are not

always able to express their ideas. As such, children do not make the progress that they could with their language development.

- Staff implement mathematical language into children's everyday activities. For example, staff sing number rhymes with babies, and older children count sea creatures in the water and talk about how 'light' or 'heavy' a whole watermelon is before cutting it up for snack. Children show an awareness of early mathematical concepts.
- Children with special educational needs and/or disabilities (SEND) are well supported. Knowledgeable staff recognise when a child needs extra support. They work closely with parents and other professionals. Staff attend meetings, complete referrals and implement strategies consistently. Children with SEND are making good progress from their starting points.
- Staff promote healthy lifestyles. For example, children can help make a range of healthy meal options, such as 'cheese wraps'. Staff have completed training to act as oral health champions. They organise activities for children to learn about teeth brushing and the benefits of a healthy and balanced diet.
- The manager is passionate about creating experiences for children in the local community. For example, children visit the beach to collect litter and learn about clean environments. Staff organise a visit from some lambs and create a butterfly habitat as children experience how to care for wildlife and animals. Staff model behaviour when on walks and bus trips, which helps to build children's social skills. Children embrace a love of the world around them.
- The manager supports staff well-being through monthly supervisions. They comment that the manager is a good role model, who monitors mental health as a priority by reducing unnecessary paperwork. Staff say that they feel valued and well supported.

Safeguarding

The arrangements for safeguarding are effective.

The leader manages safeguarding well. All staff complete regular training in child protection. They are aware of the signs that may indicate that a child is being abused. Managers and staff fully understand where to report any concerns, including if an allegation is made against a member of staff. The manager follows safer recruitment procedures to help ensure staff suitability. Staff carry out regular risk assessments of indoor and outdoor environments to help ensure they are safe for children to access. Staff talk to children to help them manage their own risks during play, such as when climbing and sliding on the outdoor equipment.

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 develop skilful questioning techniques that encourage children to

express their own ideas and further support their language development.

Setting details

Unique reference number	EY362567
Local authority	Cumberland
Inspection number	10280124
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	0 to 4
Total number of places	21
Number of children on roll	45
Name of registered person	Little Stars (Workington) Limited
Registered person unique reference number	RP910092
Telephone number	01946 834439
Date of previous inspection	13 September 2017

Information about this early years setting

Little Stars (Workington) Limited registered in 2007 and is based in Harrington, Workington, in Cumbria. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the manager holds an early years qualification level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Mitchell

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 her evaluation of the nursery.
- 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.
- Staff and children spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- 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 spoke to several parents during the inspection and took account of their views.

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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