

# Inspection of Little Superstars Limited

The Community House, Seabrooke Rise, New Road, Grays, Essex RM17 6DR

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Inspection date: 12 September 2023

## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

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

### **The provision requires improvement**

Children are not offered sufficient challenge to extend their learning. For example, staff do not consider potential learning opportunities when planning the curriculum. Children are interested in some of the activities provided and are eager to have a go. They are initially enthusiastic and engage, but lose interest and move on. Staff do not consistently ensure that activities provided have a sharp focus on what the children need to learn next, which has an impact on their progress.

However, while there are some weaknesses in children's learning, they demonstrate that they feel safe and secure within the pre-school. They arrive happy, leave their parents with ease and settle quickly. Staff are caring and happily greet children as they arrive. Children play in a calm atmosphere and demonstrate good behaviour. Staff praise them and gently remind them to use manners at snack time. Children engage in stories about emotions and learn new words to express how they are feeling.

Children participate in spontaneous group singing. They have fun using actions and choosing favourite songs and rhymes. Children enjoy books and interactive story time. They engage in familiar stories with excitement and even young children show sustained concentration. Children giggle as they interact with the staff and recall what they have learned from the story, eager to answer questions.

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

- Managers and staff plan the curriculum based on children's interests, but do not have clear intent about what they want individual children to learn. Therefore, while children enjoy some activities, these are not always appropriate, challenging or inspiring for children's learning.
- Some staff lack knowledge about how to help children build on the key skills they need to support their future learning. For example, children are not consistently encouraged to have a go and write their name on their creations. Children show a keen interest in puzzles and developing their mathematical understanding. However, they lack space and support and lose interest quickly, moving on to something else. The presentation of the curriculum does not sufficiently ignite children's curiosity and activities are not changed frequently or offer appropriate challenges.
- The management team does not use staff supervision and performance monitoring systems effectively. Weaknesses in practice are not identified and actioned swiftly. As a result, not all staff have the best knowledge and understanding about how to provide children with rich learning opportunities and challenges to extend their learning. This has an impact on the progress children make.

- Partnerships with parents have been established. Parents speak positively about their child's time at pre-school. Many are very happy and grateful about the care their children receive. Parents are complimentary about the staff and comment how quickly their children settle and are happy to return following the summer break.
- Children's behaviour is good as they are familiar with the routines and understand the expectations of the staff. For example, they know to wash hands before snack and tidy toys in preparation for story time. They have formed close bonds with their key person and enjoy cuddles and reassurance. Staff are caring and attentive and children play well together and are kind to one another.
- Support for children with special educational needs and/or disabilities is being established. The manager is currently the special educational needs coordinator and works closely with parents to ensure that support and early intervention from other professionals is in place. The pre-school is fully inclusive to ensure that children are settled and offered appropriate support.
- While positive partnerships have been established with parents, systems in place for communicating regarding children's learning are in the process of changing. This means that staff are not currently communicating effectively to discuss what children already know, their experiences and interests at home, to enable opportunities to continue learning in pre-school.
- Some staff support children's speech and language well, however, this is variable and not consistent. Some engage children in conversation and give running commentaries about what is happening. However, some staff do not act on opportunities to prompt conversations, introduce new words to extend children's vocabulary or allow them time to think and respond, before giving them the answer.

## **Safeguarding**

The arrangements for safeguarding are effective.

The arrangements for safeguarding children's welfare are effective. The manager, who is the designated safeguarding lead, demonstrates a sound knowledge and understanding of her role. Through regular training, she is fully up to date with current procedures. The staff team shows a secure knowledge of safeguarding and whistle-blowing and the wider issues of child protection, such as female genital mutilation and county lines. They have a clear understanding of their responsibility to respond promptly should they have a concern about the well-being of a child in their care. A sufficient recruitment process means children are cared for by staff who are suitable to do so.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|   | <b>Due date</b> |
|---|-----------------|
| develop the curriculum to ensure that it clearly identifies what it is that children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress | 18/10/2023      |
| ensure that the supervision and monitoring of staff practice is effective in providing coaching, guidance, and professional development opportunities to raise the quality of teaching to a consistently good level.    | 18/10/2023      |

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

- improve staff knowledge about how children learn and provide an exciting play environment
- make better use of regular communication to find out what children already know and can do and what interests them so that teaching can be adapted accordingly
- strengthen staff's ability to ensure that children are given more time to think and to respond and problem-solve for themselves.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2713527                            |
| <b>Local authority</b>                             | Thurrock                           |
| <b>Inspection number</b>                           | 10306493                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 32                                 |
| <b>Number of children on roll</b>                  | 22                                 |
| <b>Name of registered person</b>                   | Little Superstars Limited          |
| <b>Registered person unique reference number</b>   | 2713528                            |
| <b>Telephone number</b>                            | 07305394875                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Little Superstars Limited registered in 2022. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The pre-school opens from Tuesday to Friday, during school term time. Sessions are from 8am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## Inspection activities

- This was the first routine inspection the provider has 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 the inspector completed a learning walk together and discussed the curriculum and what it is that the team want the children to learn.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with verbal feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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