

Inspection of A-Star Kids

77 Lees Road, Oldham, Lancashire OL4 1JW

Inspection date: 2 October 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff meet children's care needs but the support for learning and development is inconsistent. The manager has devised a broad curriculum. It reflects the areas of learning within the 'Statutory framework for the early years foundation stage'. However, she has not provided a professional development programme that enables staff to understand their role in the delivery of the curriculum. This means children are not making the progress they are capable of in all areas of development. Nonetheless, staff enable children to build strong, caring attachments with them. This is because they get to know children and their families well. Consequently, children are settled and content in the nursery. They demonstrate their confidence by playing and exploring with enthusiasm. For example, toddlers enjoy spreading glue onto paper as they create an autumn collage.

The provider has identified aspects of the nursery that need to be checked on a regular basis to ensure they are safe for children and when these checks need to be carried out. However, due to staffing arrangements at the start of the day, staff are not able to carry out the opening safety checks effectively. That said, once there are adequate numbers of staff, these are completed to ensure that the environment is safe for children to play in. Staff supervise children well at all times. They routinely check how many children are in attendance and keep the playrooms secure. Staff closely support mealtimes to encourage children to eat safely and enjoy the social occasion.

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

- The manager does not always ensure that staff use key information gathered about children effectively. Staff find out what children's interests are from their parents when they start at the nursery. There is a key-person system in place. Key persons observe children to find out what they know and like to do. However, although staff use this information to make assessments of children, they do not always use these to plan individualised learning.
- Staff do not ensure that hygiene procedures are strictly adhered to. Although staff wash their hands after changing nappies, children are not encouraged to do the same. Additionally, children do not always learn to cover their mouths when sneezing. This means children are not developing the personal skills they need for their good health.
- The manager has devised 'Golden Rules' for children to follow. However, staff do not possess the necessary knowledge and skills to support children to learn what is expected of them. For example, staff ignore children when they throw toys to the floor. When children become overwhelmed with their emotions, staff do not support them effectively to understand how they are feeling. As a result,

children do not learn to manage their behaviour appropriately.

- Staff promote children's communication and language development through the daily routine. Staff sing nursery rhymes with children, such as 'Five Currant Buns'. Children join in with the actions. This helps them to hear new words, make sense of the world around them and begin to understand number names.
- Children with special educational needs and/or disabilities (SEND) are supported adequately. The special educational needs coordinator (SENCo) has ensured that staff assess children's progress and seek support from other professionals when required. This means children with SEND are included.
- Staff encourage children to play outside daily. With staff guidance, children practise their climbing and balancing skills on the slide and see-saw. Children build towers with large blocks and try to cut their own fruit. They develop good physical skills.
- The manager is passionate about her role. She has developed respectful relationships with staff, families and the community. Children learn about their own culture and that of others by saying their daily prayers and visiting local places of worship. Staff help children to learn about one another. They explain to children that everyone has different hair colour and skin tones.
- Parents express their satisfaction with the service. They comment that staff are friendly and accommodating. They feel that the nursery provides culturally sensitive care and education. Parents say that their children benefit from attending the nursery because they learn to talk and play.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of child protection. Staff are knowledgeable about the signs and symptoms that may mean a child is at risk of abuse or neglect. They understand what action they should take should they have concerns about a child's welfare. This is because the manager has ensured that staff receive regular training and support. The manager follows safer recruitment guidance and appropriately checks staff suitability to help ensure that only those safe to work with children do so. The manager has provided e-safety training for parents to help families keep their children safe online.

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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ensure that staff arrangements meet the needs of children at all times and allow for tasks, such as regular safety checks, to be completed effectively	30/10/2023
ensure that consistently good health and hygiene practices are followed to prevent the spread of infection.	30/10/2023

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

- improve the implementation of the curriculum so that all children make good progress in all areas of learning
- support staff to implement consistent behaviour management strategies to support children's understanding of what is acceptable.

Setting details

Unique reference number	2705783
Local authority	Oldham
Inspection number	10310626
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	2 to 4
Total number of places	68
Number of children on roll	41
Name of registered person	A-Star Kids Ltd
Registered person unique reference number	2705784
Telephone number	0161 785 9227
Date of previous inspection	Not applicable

Information about this early years setting

A-Star Kids registered in 2022 and is located in the Clarksfield area of Oldham. It operates from 7.30am to 4pm Monday to Friday, all year round, apart from bank holidays. There are eight members of staff. Of these, five hold an appropriate early years qualification at level 6, and three hold level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- This was the first routine inspection the nursery 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 during children's self-initiated play.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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