

Inspection of Little Stars Pre-School

Unit A16, Fieldhouse Industrial Estate, Rochdale, Lancashire OL12 0AA

Inspection date:

3 October 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are exposed to potential hazards both indoors and outdoors at this nursery. Leaders fail to ensure that all reasonable steps are taken to manage risks within the environment. They have not implemented effective safety checks for staff to complete on a daily basis. This does not keep children safe. Furthermore, children are not allocated a key person to ensure that their needs are met effectively. Leaders fail to consider the role and purpose of the key person within daily practice. This does not promote children's well-being.

The curriculum lacks ambition for children. For example, during the inspection, there were no opportunities for children to develop pre-writing skills. Equipment for mark making is inaccessible for children to self-select. This does not allow children to make choices and develop confidence. At times, staff take more of a supervisory role. They do not consistently offer high-quality interactions to develop children's learning. This does not ensure that children make the best possible progress.

There is no structured routine for children. They are not encouraged to develop independence and take care of their learning environment. For example, children do not help staff to tidy up before mealtimes or to go outside. In addition, staff do not effectively model expected behaviours, such as taking care of the environment and resources. Toys are left outdoors to become dirty and wet. Children do not learn how to take care of toys and respect their surroundings. They do not learn important life skills for the future.

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

- The provider has a poor understanding of their role and responsibilities in meeting the safeguarding and welfare requirements for early years. They do not ensure that risk assessments are used effectively and as a matter of routine, to inform staff practice. For example, a television has been placed unsecured on a unit that is taller than children. Electrical wires dangle down and are easily accessible for children. This could result in a wire being pulled by a child that causes the television to fall. This exposes children to the risk of harm.
- The provider has not considered the role of the key person in supporting children's needs and well-being. Staff consider that the role of the key person is for administration purposes only. For example, they complete observations and track children's progress. Staff do not always meet children's needs effectively. For example, after lunch, children's faces are not adequately cleaned. Children's care is not tailored to meet their individual needs.
- Safe evacuation in an emergency is not guaranteed. This is because some fire exits are partially blocked with resources and equipment. As a result, doors cannot fully be opened from inside. In addition, the keys to these doors are not

easily accessible and are stored in the office. This would delay the evacuation of the premises, which exposes children to the risk of harm.

- The nursery is very cluttered. There are boxes and bags located all around the nursery environment, both on the floor and on units. For example, two large bags of washing have been placed within the mathematics area. Boxes also block access to the craft area. The kitchen is cluttered with a range of items on the worktops. Although staff are aware of the clutter, they do not take action to tidy it. They do not consider the impact on children's play opportunities. This does not create an environment that fully engages children in high levels of learning.
- Assessments are not effective. Leaders do not promptly share the information that staff need to support and extend children's learning and development. Staff are unsure of what children already know and can do and any identified next steps in their learning. Although children play happily with staff, their learning is not focused or targeted. The quality of teaching and learning does not meet the individual needs of children.
- The provider has not introduced a routine that enhances children's learning. Children enjoy a carpet-time session at the start of the day. They engage in a story and sing songs. However, during transition periods, such as lunchtime, children are abruptly told to stop what they are doing to go to wash their hands. They are not encouraged to tidy the chaotic environment and take care of the resources. Children are not given tasks to develop their independence and build confidence.
- Children are confident and enjoy accessing areas of the environment. They happily tell the inspector that they enjoy building towers. Staff frequently read books with children on request. This encourages a love of reading and builds children's communication skills.
- The special educational needs coordinator (SENCo) is knowledgeable and experienced. She understands the support that needs to be in place for children with special educational needs and/or disabilities (SEND). Partnership working with parents and other professionals supports children to receive external support. The SENCo attends regular multi-agency meetings for children. Parents say that children have made progress since starting at the nursery. Children with SEND make some progress in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to identify risks to children. As a result, children access an environment that exposes them to hazards that could cause harm. Fire exits are not clearly identifiable. One exit is obstructed, preventing easy opening from within the building. However, staff demonstrate a sound knowledge and understanding of child protection issues. They are aware of the different types of abuse and the action to take if they are concerned that a child may be at risk of harm. Staff also understand whistle-blowing procedures if they have a concern regarding an adult's behaviour.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that risk assessments are robust and used to inform staff practice so that all areas of the nursery are safe for children	17/10/2023
ensure that an effective key-person system is in place for all children	17/10/2023
ensure that all fire exits are clearly identifiable, free from obstruction, and easy to open in an emergency	17/10/2023
create an environment that is engaging to children and ensures that they have opportunity to access all areas of learning within their play	07/11/2023
develop the quality of education so that children are provided with frequent and consistent high-quality interactions	07/11/2023
create a routine that supports children to develop independence and contribute to the care of the nursery environment.	07/11/2023

Setting details

Unique reference number	EY562816
Local authority	Rochdale
Inspection number	10310067
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	2 to 4
Total number of places	34
Number of children on roll	19
Name of registered person	Little Stars Pre-School Ltd
Registered person unique reference number	RP562815
Telephone number	01706525345
Date of previous inspection	19 May 2021

Information about this early years setting

Little Stars Pre-School Ltd registered in 2019. It is situated in Rochdale. The nursery employs five members of staff. Of these, three hold an appropriate early years qualification at level 2 and above. Two are unqualified. The nursery opens from Tuesday to Friday during term time. A holiday club also runs during the school holidays. Sessions are from 9am to 2.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Burgeen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- 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 observed the interactions between staff and children.
- Parents shared their views of the nursery with the inspector.
- 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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