

# Inspection of Tiverton Little Stars

Methodist Church, St. Peter Street, Tiverton, Devon EX16 6NU

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Inspection date: 16 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settle quickly on arrival and happily explore the activities. They are active and inquisitive. The ambitious curriculum supports children well in gaining the skills they need for life. Staff successfully help children to persevere with new tasks and build resilience. For example, as children carefully build towers with different sized and shaped blocks, they show excitement at their achievements. When it falls, staff reassure them not to worry but to build it again, which they happily do. Staff engage effectively with the children, and children respond positively to their interactions.

Children have free flow to the outside area for most of the day and many children prefer outdoor learning. They have a new canopy and staff have found this a huge benefit, as children can still use the outdoor area when it is raining. Staff demonstrate how to use equipment and give children plenty of time to practise new skills, such as rolling a hoop or balancing on a scooter. Children learn the effect exercise has on their bodies, such as stretching muscles, their heart beating and the blood pumping. Staff make good use of snack time as a learning opportunity. Children understand about good hygiene and healthy eating. They use tools to put food on their plate as they count how many pieces they have and pour their own drinks.

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

- The manager works closely with her staff to continually reflect on their practice for ongoing improvements. For example, they are looking to introduce parents taking books home to share with their children. Since their last inspection, they have implemented a new planning system, which focuses on children's current fascinations. Staff have found this to be very beneficial as the children become more engrossed in their learning experiences. Staff confirm how well the manager helps their development and well-being, assisted by a supportive committee.
- Staff monitor children's development successfully. This enables the small staff team to all be aware of children's next stages of learning and plan their environment effectively. The manager helps her staff to sequence children's learning, preparing them well for school as soon as they start. For example, they use puppets to engage the youngest children and those with special educational needs and/or disabilities (SEND) in group activities, such as circle time. Eventually, children learn the staff's expectations and willingly join in.
- Children are confident in the setting and make good choices. There is very little inappropriate behaviour but staff help them to manage any disagreements successfully. They remind children of being nice to their friends and having 'kind hands'. Children have good relationships with each other and the staff. They

develop a positive awareness of people's differences, in this inclusive setting.

- The enthusiastic staff work effectively as a team to meet children's needs. For example, when children with SEND become unhappy during nappy changing, another staff member distracts them with a book. Children then happily cooperate. However, on occasions, staff talk over the top of each other and noise levels go up, so children find it harder to listen and concentrate.
- The manager intends for staff to help develop children's language skills through good role-modelling, adding vocabulary and recasting mispronounced words. Overall, this is implemented well. For example, as children play at being a vet, staff name the implements they use, such as stethoscope. They ensure that non-verbal children have good opportunities to hear language. Sometimes, however, they ask children questions then answer for themselves, not always giving children time to respond.
- The partnership with parents is strong. The manager and staff get to know the whole family to know how best to provide children with the experiences and care they need. Parents confirm that the manager works successfully with outside agencies to support families. This ensures that children receive any additional funding or help they need to catch up with their peers. Parents comment on the good support with potty training, and all say that their children's speech and confidence have improved since attending.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and all staff receive regular safeguarding training and updates. The manager works directly with staff, checking their knowledge and practice. Staff have a good understanding of what to be aware of and the procedures to follow to protect children who may be at risk of harm. They carry out good procedures to check visitors to the setting and ensure that children remain safe. The premises are secure and good risk assessments enable children to play safely. For example, soft padding around the canopy-supports help prevent injuries. Children learn to keep themselves and others safe as they control scooters and avoid obstacles.

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

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

- improve staff practice to keep noise levels to a minimum and enable children to listen and concentrate more easily
- focus staff development on giving children enough time to think and respond to questions.

## Setting details

<b>Unique reference number</b>	EY381950
<b>Local authority</b>	Devon
<b>Inspection number</b>	10308266
<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>	16
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Tiverton Little Stars Committee
<b>Registered person unique reference number</b>	RP907267
<b>Telephone number</b>	01884 243490
<b>Date of previous inspection</b>	5 March 2018

## Information about this early years setting

Tiverton Little Stars is run by a committee and registered in 2009. It operates from converted rooms attached to Tiverton United Church. The committee employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and three, including the manager, hold a level 3. Two members of staff hold qualifications at level 2 and one member of staff is unqualified. The pre-school opens from Monday to Friday during term-time only. Sessions are from 9.15am to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elaine Douglas

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector discussed the curriculum intent and what they want the children to learn.
- The inspector talked to the staff, parents and children during the inspection and took account of their views.
- The manager and the inspector conducted a joint observation on an adult-led activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this was having on children's learning.
- The manager and the inspector held a leadership and management meeting, and the inspector checked relevant documentation to demonstrate the suitability 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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