

Inspection of Little Stars Daycare

Star Primary School, Hilda Road, London E16 4NH

Inspection date: 21 March 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are keen to learn at this friendly nursery. They are welcomed by caring staff and separate happily from their parents. Children are keen to explore activities and seek out staff to join in their games. Young children explore their environment. They read stories cuddled up with staff, who reassure children warmly if they become unsettled. During circle times, babies make choices about songs they want to sing from picture cards. They giggle and join in with the actions to songs and rhymes.

Staff have high expectations of children and are good role models. They are polite and listen to children, ensuring that children understand what is expected of them. In turn, children play happily together enjoying the space indoors and in the garden. The environment is busy but calm, and children show a positive attitude towards their learning.

Staff monitor children's progress carefully and seek early intervention for those children who have emerging gaps in their learning and development. They share children's progress with parents and work with them to draw up care plans where necessary. Staff know children well and adapt their care and learning approaches to children's individual needs.

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

- The manager inspires staff with her passion and drive for all to achieve. Staff offer a well-planned curriculum, which is built on what children already know and what they need to learn next. Children have varied and interesting activities to explore and staff understand what they want children to learn. For example, staff show children how to cut dough with scissors, using the word 'snip' every time they make a cut. Children concentrate well and develop their hand-eye coordination skills. Leaders are reflective of practice and seek to continually improve the nursery and make enhancements, where necessary, based on the needs of the current cohort of children.
- Staff encourage children to take turns and say, 'My turn, your turn' as they wait. They praise and support children as they develop this valuable skill. Staff are kind to each other and to children, who in turn are well behaved for their age.
- Children develop good levels of confidence and independence. Young children are encouraged to feed themselves. Older children serve their own food and pour their drinks. All children brush their own teeth after lunch with praise and support from staff. Staff celebrate children's achievements, no matter how small. For example, everyone claps for children who have mastered scraping their plate.

- Partnership with parents are very strong. Parents report that staff go the extra mile for children and are always friendly and welcoming. Parents appreciate the home learning packs that children can take home and keep for as long as they need. Parents know what their children are learning and appreciate the events that staff plan for them and the children.
- Staff promote children's mathematical language in all areas of children's play. They use language such as 'full' and 'empty'. Staff label children's movements, such as pouring. This helps children to understand mathematical concepts in everyday life. Children, including those with special educational needs and/or disabilities, make good progress in all areas of learning.
- Staff know children well. They are nurturing and know children's likes and dislikes and what they are interested in. Overall, staff involve themselves in children's play, observing their progress and ensuring their safety. However at times, staff do not deploy themselves effectively to support children's learning.
- Leaders and managers prioritise staff's well-being and development. Staff value their supervision sessions and comment on the manager being available for advice and support. Staff have access to training to update their skills and keep their knowledge up to date. Managers work hard to identify different ways to achieve excellence and to continually develop staff. Primary school staff are available to support the staff team as appropriate.
- Overall, children feel safe and secure during the nursery's routines. They follow the staff's prompts and help to prepare for their snack and lunchtimes. However, at times, children wait too long during lunchtimes and this leads to children becoming unsettled, particularly when they are tired.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the deployment of staff further so that they support children's learning at all times
- review the organisation of the lunchtime routines for younger children to reduce their waiting times for meals.

Setting details

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| Unique reference number | 2649606 |
| Local authority | Newham |
| Inspection number | 10332864 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 0 to 3 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of registered person | Star Primary school |
| Registered person unique reference number | 2649607 |
| Telephone number | 0207 4765336 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Stars Daycare opened in 2021. It operates from a separate building on the site of Star Primary School in the London Borough of Newham. The nursery operates during term time, from 7.15am to 5.45pm, Monday to Friday. A team of nine staff work directly with children. Of these, eight staff hold relevant early years qualifications ranging between level 2 and level 6. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Laura Coletti

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 nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- 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 on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- 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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