

Inspection of Little Stars - Birds Bush

Birds Bush Primary School, Birds Bush Road, Tamworth B77 2NE

Inspection date: 14 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 flourish and thrive at this setting. Staff think very carefully about the intention of activities. They provide an array of learning experiences that excite and spark children's imagination, curiosity and interest. Most children confidently and independently explore their environment. Children enjoy sensory activities, such as paint and water play. They use the various tools to make a range of marks or to fill and empty containers. Staff are consistent in how they manage children's behaviour. They praise the children for what they do well and remind them of the rules, where required. Children behave extremely well.

Staff are very nurturing and caring. They provide the children with lots of cuddles if they become slightly unsettled or as they wake up from their nap time. This helps children to feel safe and secure. Children are enthusiastic learners. They enjoy forest school activities, around a 'campfire'. Staff talk to the children about how they can keep themselves safe. Children's knowledge shines through as they talk confidently about the different stages of a caterpillar's life. Staff share and gather key information with each other and other settings that children are due to attend. This helps to ensure children receive the consistency they require in their care and/or learning.

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

- Leaders are passionate and ambitious. They are keen to work closely with their families. They provide a range of activities and resources for parents to enable them to better support their child at home. This includes offering a food bank, lending libraries and play-and-stay sessions, which include cooking activities.
- Staff know their key children well. They find out children's starting points from parents. Staff then continue to observe and assess the children's development over time. They use this knowledge to help identify any gaps in children's learning and to set next steps for them to achieve.
- The curriculum is rich, varied and child centred. Leaders adapt their curriculum to meet the different ages and/or stages of child development. Staff provide a range of stimulating and enjoyable experiences for children to engage with. However, at times, during free play some less confident children do not fully access the curriculum on offer, as they stand at the edge of activities. Staff do not consistently support them during this time to re-engage.
- Leaders place focus on supporting children's communication and language development. Staff read stories with lots of animation and very clearly. This helps to ignite children's interest. Older children recall stories with ease, demonstrating their knowledge well. Staff also provide the children with lots of new vocabulary as they plant and dig a range of vegetables.
- Most staff engage extremely well with the children as they play. However, there

are some staff who occasionally solve children's problems for them, rather than giving them time and space to think about how they can overcome their problems. This does not fully promote children's critical thinking or problem-solving skills.

- Staff speak highly about how leaders support their own mental health. Leaders have regular meetings with staff to reflect on their performance and to talk about any concerns they may have. Staff have lots of opportunities to attend training to help them improve their knowledge and skills.
- Leaders and staff work well in partnership with others. This helps to keep children safe. The support in place for children with special educational needs and/or disabilities (SEND) is good. Staff regularly develop and review plans to help set smart targets for the children to achieve. This practice helps to ensure those with SEND are not left behind in their learning and development.
- Parents speak highly about how staff support them and their child. Staff find out key information about the children, as part of their home visits. Staff keep parents up to date with their child's progress and ways they can support their child at home.
- Children enjoy their meals, which are balanced and nutritious. Staff provide them with lots of opportunities to get physical outside. They also remind children to clean their hands or wipe their noses. This supports children to learn how they can stay healthy.
- Staff deploy themselves well to supervise the children as they eat, play and sleep. They are trained in paediatric first aid. Leaders review any accidents that occur and put measures in place to try and mitigate this happening again. Staff keep parents informed of any accidents and/or incidents.

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:

- strengthen opportunities for children to build on their critical thinking and problem-solving skills
- support less confident children to fully access the curriculum, particularly during free play, with an aim to raise children's engagement to the highest possible level.

Setting details

Unique reference number	EY501567
Local authority	Staffordshire
Inspection number	10317441
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	36
Number of children on roll	63
Name of registered person	Foalyard Nurseries Limited
Registered person unique reference number	RP905505
Telephone number	01827 210816
Date of previous inspection	2 May 2018

Information about this early years setting

Little Stars- Birds Bush registered in 2016. The setting employs 14 members of childcare staff. They hold appropriate early years qualifications at level 6, level 5 or level 3. The setting opens Monday to Friday all year round from 7.30am to 6pm, except bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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 inspector viewed the setting and discussed the safety and suitability of it.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and parents during the inspection and took account of their views.
- 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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