

# Inspection of Little Stars (Leicester) Ltd

33 Lutterworth Road, Aylestone, LEICESTER LE2 8PH

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Inspection date: 20 December 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are supported to have a sense of belonging in the nursery. For example, they look at photos of themselves and their family with staff. Children talk about their parents and people familiar to them. Children with special educational needs and/or disabilities are supported well. Staff implement targets to meet children's individual needs. For example, staff show children a nappy when it is time to change theirs. This helps children to understand daily routines. Staff ensure that referrals to other professionals are made so children receive the support they need.

Staff encourage older children to solve problems in their play. For example, when children are asked to put cards in envelopes, staff ask them to think about the size of the envelopes they need. Children find the correct envelope and say, 'it fits', showing their perseverance to complete tasks by themselves. Staff give children plenty of praise for their achievements, helping to raise their self-esteem. Children show their imagination when they put a pretend stamp on their envelope, address it to Santa and post it in a toy post box. Very young children are supported to learn new language to develop their speaking skills. For example, before children slide down soft play shapes, staff say, 'ready, steady, go'. Children copy some of the words they hear staff use in their play. For instance, when they roll balls down a ramp, they say, 'steady, go'.

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

- The management team and staff have made changes to the curriculum since the last inspection. This is now embedded in practice and supports children to progress in their learning, such as with their communication and language skills. For example, older children hold back-and-forth conversations with staff. Younger children sing songs with staff.
- Staff share information with parents about their children's care routines, daily activities they enjoy and how staff are supporting their development. Staff offer parents ideas about how they can continue their child's learning at home, such as to read stories and sing songs to promote children's speaking skills. This contributes to positive partnership working between parents and staff to promote children's development.
- Children show excitement to play outdoors in the nursery garden. However, a lack of planned opportunities and activities limits children's learning experiences when they play outdoors. For example, staff provide children with toys to ride on and balls to kick, which supports children's physical skills but not other aspects of their learning.
- Children are supported to develop a love of books. For instance, staff leave off the end of familiar sentences for older children to finish. Younger children are asked to talk about the images they see on the pages. This contributes to

children concentrating and taking part in the story telling.

- Staff help children to learn skills in preparation for their move on to school. This includes supporting children to be independent. For instance, very young children are asked to push their arms into their coats. Younger children put on their shoes. Older children choose what vegetables they would like to eat for lunch, serve themselves and carry their plate to a table.
- Children are keen to join activities that staff plan for them. For example, very young children develop the muscles in their hands when they copy staff, lifting hay and letting it fall through their fingers. However, staff do not implement the intent of all planned activities. For example, when staff provide experiences for children to learn about their feelings and emotions, they do not fully support them to do this.
- Staff attend one-to-one meetings with the management team to help them reflect on their practice. They are supported to extend their knowledge of how to support children's communication skills. For example, staff understand to wait 10 seconds after asking children a question, or to rephrase the question and make it simpler for younger children. This enables children to understand what is asked and gives them time to respond.
- Children are supported to manage their behaviour. For example, staff ask very young children to wait their turn to wash their hands when they come indoors. Children listen and wait patiently. Older children receive stickers and a certificate for being 'star of the day'. This contributes to helping them recognise their positive behaviours.

## **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:**

- enhance the use of outdoor areas to offer children who enjoy being outside further play and learning opportunities
- support staff to implement the intent of all planned activities to help build on children's learning.

## Setting details

<b>Unique reference number</b>	EY470492
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10333483
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Little Stars (Leicester) Limited
<b>Registered person unique reference number</b>	RP907747
<b>Telephone number</b>	01162839991
<b>Date of previous inspection</b>	23 January 2024

## Information about this early years setting

Little Stars (Leicester) Ltd registered in 2013 and is situated in Aylestone, Leicester. The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and four at level 3. The nursery opens from Monday to Friday, all year round, except for one week between Christmas and new year and bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for children aged from nine months.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed how staff implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector and manager carried out a joint observation.
- The inspector held a meeting with the manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views about the nursery with the inspector.

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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