

Little Stars Nursery

23 Queens Road, Ampthill, Bedford, Bedfordshire, MK45 2TD

Inspection date	09/05/2013
Previous inspection date	09/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are beginning to develop their language and communication because staff talk to them and model conversation.
- Children develop their mathematical knowledge because staff encourage meaningful counting during their play.
- Children build secure relationships with staff who care for them, supporting their personal, social and emotional development.
- Staff put into place procedures that help to maintain a safe environment for children.

It is not yet good because

- At times staff deployment in the baby room does not fully support their engagement in routines and activities.
- The youngest children are not always able to consistently develop their physical skills. This is because there are few resources to support their early walking.
- Routines, such as hand washing and snack time, sometimes entail babies waiting for periods of time. As a result, they become unsettled and restless.
- Young children drink from each other's cups frequently; this poses a risk to the spread of infection.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room and pre-school room.
- The inspector had discussions with parents and children.
- The inspector held a meeting with the registered person and senior staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the self-evaluation document.

Inspector

Hayley Marshall

Full Report

Information about the setting

Little Stars Nursery is privately owned and was registered in 2004 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a converted building in Ampthill, Bedfordshire. The nursery serves the local and surrounding areas. It is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery also offers care to children aged over five years. There are currently 55 children on roll in the early years age group. One child of school age also attends. The nursery provides funded early education for some two-year-olds and all three- and four-year-olds. It employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, and five hold level 3, including the managers. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- organise staff deployment to make sure that children are fully supported in activities and routines at all times.

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

- increase the resources for children to develop their physical skills, in particular in the baby room so they can practise and refine their growing skills
- review how children help themselves to drinks to reduce the likelihood of the risk of the spread of infection
- encourage a routine for washing children's hands and eating snack that does not entail them waiting for long periods of time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan activities for children's individual needs because they carry out suitable observations. This enables them to identify children's next steps in learning and ensure that they make sound progress. Staff are aware of how to support children's communication and language development. They talk to children throughout the day and model conversation. For example, when children eat their breakfast, staff ask them about their favourite food. This helps children to think and develop their understanding. Children talk to each other and use language in their play as they discuss what they are doing. Older children enjoy listening to stories and are beginning to turn the pages of books as they demonstrate their understanding of reading.

Staff build appropriate links with children's families by encouraging parents to create 'all about me' boxes. These contain photographs and items that are special for children. Children ask to look at these frequently, and staff support them by discussing what is inside. This helps to build links between home and the nursery. Staff include parents further by seeking their contributions towards children's learning files. This helps them to accurately assess children's development. Consequently, parents are able to continue their child's learning at home, helping them to experience continuity. Staff praise children and suitably increase their self-esteem through talking about their successes. When children achieve something, staff make a note for their development files and share this with parents. This helps children to feel good about themselves and encourages children's positive attitudes. Staff spend time comforting children if they become upset. As a result, children calm and are accepting of the affection. This helps them to feel secure at the nursery.

Staff encourage meaningful ways for children to develop their mathematical development during play. For example, children count toys kittens with staff and pieces of dried pasta as they thread them onto string. Staff further encourage children's understanding by talking to them about size, shape and quantities as they play. This increases children's interest and helps them to develop some of the skills they will require in readiness for school.

Older children take delight in joining in with dance and exercise sessions. This helps them to develop their large muscles as they move with confidence and coordination. Younger children have fewer opportunities to develop their large muscles. This is because there is less equipment to help promote their early walking, such as push-along toys and low-level equipment. Children enjoy using their imagination as they pretend to be dinosaurs and roar loudly. Staff talk to them about dinosaurs, helping them to understand the world and focus upon things of interest.

The contribution of the early years provision to the well-being of children

Children separate from their parents happily. They settle quickly because staff form close relationships with them and their families. This supports children to move confidently between the nursery and home, and sufficiently supports their personal, social and emotional development. Staff obtain information from parents about the children's needs when they start, and a daily diary ensures ongoing information is shared.

All children at the nursery have drinking water freely available for them when they feel thirsty. However, very young children are unable to recognise their individual cups. This results in children drinking from each other's cups, which increases the risk of the spread of infection. Children enjoy their dance and movement classes and play outside as part of their routine. This helps them to understand the importance of exercise as part of their normal routine. Children eat healthy snacks and meals that parents provide. Staff sit with children when they eat, which promotes meal times as a social occasion.

Staff encourage children to wash their hands before they eat. At times, this routine involves very young children waiting for long periods of time given their young age. As a result of waiting, children become restless. The longer time they await the arrival for their snack increases this feeling, and children become unsettled. Children are developing their independence as they attempt to dress themselves and use the toilet. Staff encourage children to try for themselves and clap their hands as children manage their own clothes. Children have some opportunities to learn about keeping safe. For example, staff guide them to get down when they climb on chairs.

Children behave well and enjoy a calm and relaxed atmosphere. Staff encourage children to begin to recognise their own needs by asking them if they are feeling tired. Consequently, children are keen to rest and generally sleep comfortably in the quiet sleep room. Staff monitor children as they sleep to check their well-being.

The effectiveness of the leadership and management of the early years provision

Staff display a clear understanding about their roles and responsibilities for keeping children safe. They apply policies and procedures suitably. For example, staff store their mobile phones in locked cupboards in the staff room. This helps to minimise the risk of misuse and safeguards children's well-being. Staff are aware of what action they can take should they have a concern about children's welfare. They assess the areas where children play for any risk. Appropriate measures are in place to induct new staff. References and checks ensure that those who work with children are suitable to do so. Management at the nursery further monitor staff performance through supervision. Staff have regular meetings and appraisals to discuss their work. This identifies training needs and some areas for development. However, staff deployment in the baby room does not always fully support children at all times. This is because there are periods where staff engage in activities that inhibit their direct supervision of children, such as preparing snack. As a result, children's learning needs are not always fully met.

The nursery uses self-evaluation to review their practice in a satisfactory manner. They use the feedback from parents, staff and local authority workers to identify areas of

strength and weakness. Senior staff are beginning to develop action plans to address weaker areas. This demonstrates that the nursery has a reasonable capacity to sustain ongoing improvement in the quality of care for children.

Staff complete the progress check at age two. Parents share their knowledge of children's development for staff to include. This builds a rounded account of children's development. Staff maintain children's development files to suitably monitor their progress. Information from other settings children attend provides staff with further information about children's abilities. The nursery works closely with local schools to prepare children as they move into formal education. Staff work with others who care for children to meet children's individual needs. Parents are very positive about the care the nursery provides. They feel staff are supportive and children are equipped for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY287543
Local authority	Central Bedfordshire
Inspection number	914160
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	55
Name of provider	Susan Jane Harvey
Date of previous inspection	09/02/2011
Telephone number	01525 404046

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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