

# Little Stars Nursery

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



## Inspection date

2 May 2017

Previous inspection date

11 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The manager fails to report safeguarding concerns without delay. This exposes children to a continued risk of harm.
- Children identified as being in need of support do not receive the interventions required for them to make progress in their development.
- Links with parents or other professionals, in supporting children's education, are not strong enough to ensure that individual needs are identified and met.
- Staff supervision is not effective in offering support, coaching and training. Underperformance is not identified and managed swiftly.
- A deputy has not been appointed to take charge in the manager's absence. This puts children at risk of harm in the event of an emergency.
- The provider does not check the overall suitability of staff by implementing robust recruitment procedures.
- The quality of teaching is variable. Not all staff have sufficient knowledge of how to promote children's learning and development.
- The manager and staff do not use the information they gather from their assessments to review the progress made by the different groups of children catered for in the nursery.
- Staff do not gather sufficient specific information from parents about what their children can already do when they begin to attend nursery. This hinders the way in which staff plan for children's initial learning.

### **It has the following strengths**

- Children's personal and emotional development is nurtured by kind and caring staff.
- Parents receive daily updates from staff about their child's day, such as the activities they have participated in, sleep times and personal care routines.
- Staff ensure that children are well prepared for their transition into mainstream education. The reception teacher visits the nursery to spend time with the pre-school children, as well as the children visiting the school. This helps children to settle more quickly into school.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We intend to take steps to suspend registration and will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that people looking after children are suitable to fulfil the requirements of their role by conducting a robust recruitment procedure. This should include testing the applicants knowledge and skills prior to appointment, and providing evidence that references have been promptly followed up</li> </ul>	01/06/2017
<ul style="list-style-type: none"> <li>■ ensure that staff and managers are able to identify signs of possible abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way. With particular regard to keeping a detailed record of concerns and any action taken to protect a child</li> </ul>	01/06/2017
<ul style="list-style-type: none"> <li>■ ensure there is a named deputy who is capable and qualified to take charge in the manager's absence</li> </ul>	01/06/2017
<ul style="list-style-type: none"> <li>■ ensure that staff supervision arrangements are effective in offering support, coaching and training and that any underperformance is identified and managed swiftly</li> </ul>	01/06/2017

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching and the organisation of the setting to ensure children's well-being and the progress of their learning</li> </ul>	24/07/2017
<ul style="list-style-type: none"> <li>■ use the assessment of children's progress more accurately to monitor the achievements made by specific groups of children and identify where any further support may be required</li> </ul>	24/07/2017
<ul style="list-style-type: none"> <li>■ seek more detailed initial information from parents regarding children's prior learning so that starting points are more swiftly identified right from the start</li> </ul>	24/07/2017

## Inspection activities

- The inspector observed teaching and learning inside and in the nursery garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the owner and manager and a representative from the local authority.
- The inspector carried out a joint observation with the owner and held a discussion about the teaching and learning with her.
- The inspector held a discussion with the owner about staff recruitment and safeguarding procedures.
- The inspector looked at a range of documentation, including first-aid and safeguarding training certificates.
- The inspector looked at children's assessment records and planning documents.
- The inspector spoke to a small number of parents and took account of their views.

### Inspector

Linda Cass

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The manager fails to identify signs of possible abuse and neglect at the earliest opportunity, and does not respond in a timely and appropriate way. As a result, significant concerns are not reported, leaving children at potential risk of harm. The provider does not place sufficient focus on checking the quality of teaching and the organisation of the setting to ensure children's well-being and the progress of their learning. As a result, action has not been taken to support those children falling behind in their development. Robust recruitment procedures are not implemented, meaning children may be cared for by unsuitable adults. This puts children at risk. Regular risk assessments are carried-out to ensure the premises remain safe and suitable.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching is inconsistent and does not fully support children to acquire the skills to be ready for the next stages in their learning. Assessment information is not gathered from looking at what children already know, understand and can do, and is not informed by their parents and previous providers. Children who are falling behind in their learning or who need additional support, do not make good progress and achieve well. Information is not provided for parents to help them to understand how children are doing in relation to their age and what they need to do to progress; engagement with parents does not always support their child's learning. However, the garden provides a wide range of interesting activities that encourage children to explore and use their imagination. They show excitement at discovering worms and mini beasts underneath the artificial grass. This sparks lots of discussion between the children and staff and they are encouraged to describe what the worms look and feel like. Children show curiosity as they closely examine a snail. Staff use this opportunity to teach the children about why a snail has a shell on its back.

### Personal development, behaviour and welfare are inadequate

Child protection policies and procedures are not implemented consistently. This exposes children to a risk of harm. Staff provide children with clear guidance on expected behaviour. As a result, children behave well. They are polite, kind and show respect for one another. Staff boost children's confidence by using praise and encouragement in recognition of their efforts. Staff form attachments with children; supporting their physical and emotional health.

### Outcomes for children are inadequate

The nursery does not consistently meet the needs of the range of children who attend. Children who have special educational or delayed development are not referred promptly to external agencies. Not all children progress well from their different starting points. Some children are not working at typical levels of development for their age. Children who are falling behind in their learning or who need additional support, don't make good progress and achieve well. Not all children are developing skills that help them to be ready for school.

## Setting details

<b>Unique reference number</b>	EY287543
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1088333
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Susan Jane Harvey
<b>Registered person unique reference number</b>	RP512412
<b>Date of previous inspection</b>	11 November 2016
<b>Telephone number</b>	01525 404046

Little Stars Nursery was registered in 2004 and is managed by a private provider. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. Three hold level 4 qualifications, including the provider/manager. The nursery operates Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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.

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