

# Little Star Nursery

The Methodist Church, Bristol Road, Farrington, Gurney, Bristol, BS39 6TL

<b>Inspection date</b>	12/09/2013
Previous inspection date	27/02/2009

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

## The quality and standards of the early years provision

### This provision is good

- Staff develop positive and caring relationships with children, which helps them settle easily.
- Staff provide a great range of exciting play experiences for children, which effectively encourages their interests and learning.
- Staff support children very well in developing their communication, language and literacy skills. This effectively promotes children's future learning abilities.
- Staff promote inclusion very effectively, through positive, enjoyable play experiences.
- Children enjoy a wide range of nutritious snacks and meals and participate in purposeful activities, which actively promotes their understanding of healthy eating.

### It is not yet outstanding because

- Staff do not consistently support children in developing their understanding of possible risks in their environment, which slightly reduces their awareness of safety.
- Staff do not fully support children in developing their self-care skills within some daily routines, which reduces the opportunities to build on their independence.

## 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 children in their play indoors and outdoors.
- The inspector had discussions with management, staff and children.
- The inspector sampled documentation, including the operational policies and procedures, such as accident and incident records and risk assessment systems.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector undertook a joint observation of an activity with the manager.

**Inspector**  
Mary Daniel

## Full Report

### Information about the setting

Little Star Nursery registered in 2008. It is a privately joint owned nursery and operates from the Methodist Church situated in the village of Farrington Gurney, Somerset. The owner also has another registered nursery situated in the nearby village of Paulton, Somerset. Children have use of three play rooms and two bathrooms with toilet and changing facilities. There is a fully enclosed outside play area at the back of the premises. Little Star nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday between 8am until 6pm for 49 weeks per year. There are currently 36 children on roll, 30 of whom are in the early years age group. The owner/manager holds the Early Years Professional Status (EYPS). She employs seven staff, of whom one holds a degree in early years education and all other staff hold relevant early years education and child care qualifications.

### What the setting needs to do to improve further

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

- develop the opportunities for children to learn about possible risks within their environment and develop a sound understanding of keeping themselves safe
- make more use of everyday routine activities to maximise learning opportunities and develop children's independence and self-care skills.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They are skilled in making children's play fun and helping them develop good skills in readiness for school. For example, they bring stories alive for children through use of great expression and actions. Children eagerly copy these actions and enthusiastically join in with repeated refrains of favourite stories. Older children 'huff and puff' with gusto and understand that a 'house of bricks' cannot be 'blown down'. Staff effectively encourage the younger children's language through familiar songs and rhymes. For instance, they ask children to choose the animals and colour of the tractor for a song they enjoy. Children are keen to make the noises and actions of the animals and stay engaged in this activity. Consequently, children's communication and language and their early reading skills are very effectively

supported through their play. This helps children gain an active interest in learning and developing their future skills. Children settle quickly to draw their pictures of this story and start to make identifiable shapes and lines. They begin to recognise familiar letters of their names and those of others. For example, they examine a visitor's identity badge and ask if she also has a 'round and flick' letter in her name. They notice she has the same first letter as them and naturally sound this out. As a result, children develop a positive awareness of familiar sounds and letters. In addition, staff trace out letter shapes in the shaving foam tray outside. Children have great fun making patterns in this mixture. They cover their hands in foam and enthusiastically clap them together. They smile with delight as the foam splashes over them. They see their friends with foam covered hair and noses and squeal with laughter together. This enables children to explore colour and texture through enjoyable play experiences.

Staff are qualified and experienced. They use their observations of children's abilities effectively to form individual plans based clearly on their identified next stages of learning. For example, staff plan small circle time activities to encourage quieter children to gain confidence and join in with their discussions. They provide enjoyable games to further support children in developing their listening skills. For instance, older children eagerly rattle their shakers and then hold them still as staff sing their 'shake, shake, shake and stop' song. Younger children like to pretend to be sleeping bunnies and lie quietly on the floor. As they hear staff singing 'wake up soon' they quickly jump up and attempt hopping around the room. As a result, children naturally develop their concentration, which effectively supports their listening and attention skills.

Staff promote inclusion very well. For instance, they have developed positive links with a nursery in Uganda and share photos of their settings. They make colourful flags to celebrate Columbian day and a parent visits to help them learn a Columbian song. They learn about St David's day and meet a parent wearing a traditional Welsh costume and hear her speak in Welsh. This provides children with interesting and meaningful activities, which effectively support their understanding of other ways of living. Staff provide a good variety of cooking activities for children. They enjoy making mango smoothies, chapattis or sweet potato cookies. Children also make their own play dough and decide how much flour and water they will need. This actively encourages children's early mathematical awareness as they weigh ingredients and talk about more and less. Parents say their children are very happy going to nursery. They feel very well supported by staff and say they are kept well-informed of their child's progress. Staff actively encourage parents involvement in their child's learning. For example, staff work closely with parents to complete a summary of their child's achievements for the progress check for two-year-olds. They identify where to support children's development next and look at how this can be best managed at home and in the nursery. As a result, parents and staff work very well together and children benefit from the consistent approach given to their learning.

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

Children are very happy and content at the nursery. They develop warm relationships with the friendly, caring staff who welcome and value each child as an individual. This helps

children feel safe in their care and they settle easily in the nursery. Children behave very well. Staff act as very good role models. They are active in looking at possible reasons for any unwanted behaviour. They seek support from other professionals and consequently put in place appropriate strategies to help children gain control of their actions. As a result, children play happily together and staff support them well in developing their early friendships with their peer group. This effectively supports children in starting to develop skills ready for their move to school. Children develop a positive awareness of safety through their discussions with staff, who support them well in taking safe risks. For instance, this is evident as they have fun swinging back and forth on a rope swing fixed securely onto a tree. Children enjoy their visits from the police and the lollipop lady. Staff talk to children about the importance of stopping and listening when crossing roads. However, staff do not fully include children in starting to independently assess other aspects of risk within their play environments. This slightly reduces opportunities for children to further develop their understanding of keeping safe.

Staff make very positive use of their resources to promote children's good health and learning. For example, the children have great fun playing in the exciting garden areas of the nursery. They use their imagination very well as they play in the outside Wendy house. This becomes their 'fruit shop' or a 'barracks' for their 'battalion'. Staff often take children on nature walks to the local woods. Sometimes staff build a campfire for them here and they toast some marshmallows. Children naturally develop their muscles as they build with different materials, such as small logs and branches to make their dens and hideouts. Consequently, staff provide a great range of meaningful play experiences, which actively promote children's physical development. In addition, children benefit from plentiful activities out in the fresh air. Children's good health is supported further through the nutritious snacks and meals provided. For example, they enjoy meals such as yellow chicken curry and rice or salmon, broccoli, cheese and pasta bake. Children like to take turns to ask their friends, which drinks they would like and mark these down in their order book. This encourages children to develop their social skills and mark making abilities. Children develop their independence as they help to pour out drinks for their friends. They willingly help to peel an orange or cut up an apple for their snacks. However, staff slightly reduce opportunities for children to develop further independence and positive hygiene routines. This is because they do not encourage them to use equipment, such as spoons, to serve their fruit or plates to eat from. Children are cared for in bright and inviting play rooms. Staff organise toys and resources very well to provide children with easy accessibility. This actively encourages children in making independent choices in their play. For example, they explore the variety of colourful, sparkly materials and dressing up clothes. They like to cuddle their 'babies' and dress them in their warm clothes before pushing them out in the toy buggies. Consequently, staff support children well in acting out their experiences through a range of role play opportunities.

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

Staff demonstrate a good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They continue to attend

training courses, such as on safeguarding children. They understand the clear procedures in place to follow should a concern arise. Staff suitability is assessed through appropriate recruitment procedures, which include the completion of relevant references and checks. In addition, regular supervision and appraisal systems are implemented, which promotes effective staff deployment and practice. All staff complete first aid training and understand and apply the appropriate management of any accidents. This includes dealing with accidents to children appropriately, keeping clear records and sharing these with parents. Staff complete daily risk assessments and put suitable preventative measures in place. For instance, on outings children use a colourful walking rope to hold onto and know they must walk carefully along the roads. In addition, following a review of accident records they assess staff deployment to support the effective supervision of children. As a result, risks to children are minimised.

Staff develop good partnerships with parents and other professionals involved in the children's care and education. Parents are provided with clear information on the care and learning offered to their child. Staff incorporate parent's observations of their child from home into their planning. Consequently, they work well with them in meeting their child's individual routines and next steps of learning. Staff are clearly reflective of their practice and use evaluation effectively to identify areas to develop. For instance, they have addressed recommendations from the last inspection. They have put systems into place for sharing information with other providers children attend. This actively promotes consistency in children's learning. In addition, management monitor how children make progress across each area of learning using a tracker system. Consequently, procedures are in place, which actively help staff identify where they can promote children's further learning. This effectively supports staff in helping each child reach their full potential.

### **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

<b>Unique reference number</b>	EY375318
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	933082
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Little Star Nursery Partnership
<b>Date of previous inspection</b>	27/02/2009
<b>Telephone number</b>	01761 452142

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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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