

# Little Starz Day Nursery

Inspection report for early years provision

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**Unique reference number** EY388876  
**Inspection date** 13/08/2009  
**Inspector** Susan Tuffnell / Susan Ennis

**Setting address** Prospect Centre, Prospect Way, London Luton Airport,  
Luton, Bedfordshire, LU2 9QH  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Starz Day Nursery registered in 2009 and operates from a purpose built building close to Luton Airport, Luton in Bedfordshire. The nursery consists of five rooms to be used for children on the early years register, plus a staff room, office and kitchen facilities. The building has easy access for everyone attending or visiting the nursery with a lift to the upper floor and a toilet for the disabled on the ground floor. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm all year. There are 108 places for children in Early Years Foundation Stage and 16 children aged five to under eight years may attend the playscheme in the school holidays. Children who have English as a second language are supported well. There are 12 permanent staff members, of whom, 10 hold relevant childcare qualifications. The setting works in partnership with parents and other professionals.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting makes effective provision for children in the Early Years Foundation Stage (EYFS). Staff create a welcoming environment building secure relationships with children and the management have clear aims to continuously improve the practice of the setting and improve outcomes for children. Senior staff lead a culture of reflective practice where all staff work together, to review the strengths and weaknesses of the setting. Equality, inclusion and the diversity of individuals and communities is valued and respected.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that information about children's starting points is collected from parents and carers to inform planning for each individual child
- track children's progress by consistently using the observations and assessments to plan the next steps in their individual learning and development
- ensure that the behaviour management policy and procedure gives clear guidance to staff with regard to keeping incident records.

## The leadership and management of the early years provision

The knowledge, energy and enthusiasm of the senior staff ensure that all aspects of the provision are well-led. Effective implementation of the comprehensive policies, records and procedures support the safe and efficient management of the setting and makes sure that the needs of all the children are met. The nursery has produced a detailed self-evaluation which has clear priorities for the future and staff show a genuine desire to promote the best care and opportunities for the

children. They review and update training and knowledge and the professional development of staff is supported by management. Robust safeguarding procedures are consistently monitored ensuring that children are protected at all times. For example, all the staff are qualified in first aid and have all completed training in safeguarding children.

Effective links with parents and carers and other providers promote integration of care, education and extended services well. Parents are kept informed by regular verbal feedback and daily information is displayed on the parents' notice board. Parents can also access information on the setting's website. Formal and informal meetings between key workers and parents are arranged to discuss the children's progress. For example, coffee mornings are held for parents to observe their children in the setting. Multi-lingual labels, books and resources extend the written information for children who have English as an additional language. Parents are complimentary about the setting and the positive impact on their children's learning, development and care in recent testimonials. Children's views and opinions are sought regularly and incorporated into future planning. Wider partnership working is encouraged through good links with other professionals.

## **The quality and standards of the early years provision**

Children are offered varied opportunities to help them soundly progress and develop across all areas of learning. Information is obtained from parents and carers about children's preferences and home routines. However, as limited information is gained about children's developmental starting points, this information is not used to inform initial assessments. Staff generally record children's attainments through use of observation and assessment. However, as children's profiles are not kept up-to-date areas of progress, concern or for further challenge are not identified and therefore, children's individual needs are not fully met.

Children's learning is soundly encouraged through a range of adult-led and child-initiated activities. Flexible planning ensures that children's interests and spontaneous events are taken into account. For example, when the weather suddenly changes to thunder and lightning, staff use the experience to discuss with the children what they can see and hear and observe how the noises make them feel. This activity is then extended to identify and name other everyday sounds, developing the children's listening and language skills. However, as planning does not currently differentiate for children's individual needs some activities are not encouraging the children to reach their full potential.

During activities, staff actively support children in their development. When children suddenly become interested in finding bugs in the garden, staff encourage them by providing magnifying glasses and pots to catch the creatures in. The learning experience then continues as children develop their creative skills by drawing pictures of what they find. Their knowledge and understanding of the world is also encouraged as they discuss the life cycle of the animals, with the staff providing more resources, such as information books for them to look at. Children have free access to age-appropriate resources and are able to use them in ways

that express their own choices and ideas. For example, whilst enjoying water play, younger children decide that they would rather be in the water bowl than sitting around the outside. They demonstrate their independence as they start taking off their clothes and staff enthusiastically support them by helping with the more difficult items and fetching towels ready to dry them at a later stage. This is then followed by squeals of delight and laughter as the children sit down and feel the water around their toes. Children enjoy their time at the setting, forging friendly relationships with the staff and each other. Their behaviour is generally good as they learn the setting's rules and follow the positive roles set by the staff. However, there is no clear guidance for staff about keeping incident records. All children are treated with equal concern and respected individually.

Children's health and welfare are promoted well as the staff take effective steps to minimise the spread of infection and develop children's understanding of healthy living as they, for example, learn to wash their hands before and after eating and discuss the importance of cleaning their teeth correctly. They enjoy meals and snacks and are encouraged to, for example, ask for more dinner if they want it. Their independence is promoted as they dish out their own meals and learn to use a knife and fork.

Children are cared for in a very safe, secure environment. Comprehensive risk assessments cover all areas of the setting and are reviewed regularly to ensure the high standards of health and safety are maintained. Children have good opportunities to help them understand about safety as they practise fire drills and use resources respectfully. They are offered a healthy diet and their growth and development is promoted well. Children are safeguarded because of the secure knowledge and understanding of the staff.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met