

# Little Starz Day Nursery

Prospect Centre, Prospect Way, London Luton Airport, LUTON, Bedfordshire, LU2 9QH

<b>Inspection date</b>	29/05/2013
Previous inspection date	13/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The educational programmes do not provide children with a balanced range of adult-led and child-initiated activities that take into account their individual needs, interests and stage of development. Therefore, this means that children are not engaged in the activity or sufficiently challenged.
- Observations and assessments of children's learning are weak. Due to the processes in place, staff lack the confidence to sufficiently assess children's starting points and individual progress, to enable them to identify and plan for their next steps in learning and school readiness.
- Parents are not encouraged to share information about their children's learning at home and are not sufficiently guided about how best to support their children's further progress. Therefore, children's development is not maximised.
- Children are not learning about good hygiene practices as some staff do not consistently promote routine opportunities to minimise the spread of infection.
- Management's monitoring of the nursery is not sufficiently focused to identify the practice and areas, which are most in need of improvement.

### It has the following strengths

- Staff are kind and caring towards the children, which results in them feeling secure and settled during their time at the nursery.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the owner, management, parents, staff and children at appropriate times throughout the inspection.

## Inspector

Susan Ennis

## **Full Report**

### **Information about the setting**

Little Starz Nursery was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises close to Luton Airport, in Luton, Bedfordshire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from five base rooms and there is an enclosed area available for outdoor play.

The nursery employs 33 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 and 10 members of staff are working towards an early years qualification at level 2 or 3.

The nursery opens Monday to Friday, all year round, apart from bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 155 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure that the educational programmes provide children with a range of adult-led and child-initiated activities that take into account their individual needs, interests and stage of development
- improve the use of ongoing observation and assessment of each child's progress, taking account of their starting points and age and stage of development. Use this information to identify the next steps in their learning and to shape individual learning experiences for each child
- involve all parents in their children's learning by improving the exchange of information and encouraging them to share and support their children's learning and development at home
- promote the good health of children by ensuring that staff take the necessary steps to prevent the spread of infection. This refers to the washing of hands after blowing a child's nose and encouraging the children to learn about good hygiene practises, such as washing their hands before drinking
- ensure that the monitoring of the nursery identifies the weaknesses in practice and that action is taken to bring about improvements for children and the quality of teaching.

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

Staff do not have sufficient confidence in their knowledge of the Early Years Foundation Stage to deviate from the systems in place in order to meet children's individual learning needs and promote their school readiness. Planning of activities is very much adult-led and incorporates the learning intentions for the children as a whole group rather than on an individual basis or for those children with special educational needs and/or disabilities. Therefore, the activities do not always stimulate the children's interests or meet their individual age and stage of development or their specific requirements. For example, staff have to plan mathematical activities for the very young children when they should be consolidating children's skills in the prime areas of learning to prepare them for their future learning in the specific areas.

On starting at the nursery, settling-in visits take place to encourage the children and parents to get to know the environment and staff. Parents complete a questionnaire about their children's likes, dislikes and their level of development. However, this information is

not used to accurately assess children's starting points and this leads to weak planning of children's future development. Also, the use of observations, assessments and planning does not consistently identify children's next steps or inform planning. Children's individual development is insufficiently assessed and, therefore, their progress is not effectively supported. For example, when children are not interested in participating in an activity to develop their communication and language skills, they are not assessed on this area of learning at this time. However, when they later start to talk to their friends about their parents and describe their parents' style of hair, this is also not assessed against their language skills, only their personal, social and emotional development. Therefore, children are achieving more than is identified by the staff and do not always receive sufficient challenge to progress in their learning.

Staff have a basic understanding of how young children learn. For example, resources are stored at low level encouraging the children to freely choose which toys they would like to play with. Younger children explore their use of objects from their experiences by selecting the play phone from the box. They place it to their ear and staff model their actions helping to develop the children's language skills by encouraging them to reply to the questions they ask into the phone. Older children enjoy learning about the local area and using their imagination skills as they pretend to board an aeroplane made out of chairs. Staff encourage their use of numbers and their matching skills by providing the children with paper tickets labelled with dots. The children are encouraged to count the dots and match the total to the corresponding number on their seat in the plane.

Staff build generally positive relationships with the parents and share information with them on a day to day basis. For example, for children for whom English is as an additional language, staff ask their parents for a list of familiar words in the children's home language to help the children settle more easily. Parents receive a daily sheet telling them about their children's day and useful information is shared on the notice boards around the nursery and in the monthly newsletter. However, children's learning is not maximised as parents are not fully encouraged to share information about their children's achievements at home and are not sufficiently guided about how best to support their learning.

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

Care practices at the nursery are variable and do not always promote the good health of the children. Secure hygiene practices are not consistent within the nursery as younger children, for example, are not encouraged to wash their hands before sitting down for a drink and staff do not wash their own hands after cleaning children's noses. Therefore, younger children are not consistently learning about good hygiene practises and their welfare is not totally protected. However, some practice is more positive. For example, older children learn about germs as they cover their hands in hair gel and glitter to demonstrate the spread of germs. They are encouraged to move around the classroom leaving a slimy trail on everything they touch. Staff then extend the children's thinking by asking if the germs are good or bad and how can they be removed. This leads to the children washing the tables and chairs and finally their hands. Children are encouraged to eat healthy meals and are enjoying growing vegetables in the nursery's garden to

hopefully be eaten at a later stage. Their physical development is actively promoted as they use the outside play areas on a daily basis to make the most of the fresh air. They take part in running races and build their strength as they use the slide and negotiate the obstacle course.

Children are soundly learning about risk and their own safety. For example, young children are given sensitive reminders about not eating the sequins they are using to create number shapes for the wall. Having had it in their mouth for a few seconds, they soon spit it out saying 'Not nice.' Older children discuss why the marbles for the marble run must not be put in their mouth and learn to safely use the stairs.

Children suitably settle at the nursery. They form secure attachments with their key person, which helps them to feel safe and secure. Staff discuss children's routines and care needs with parents on a regular basis to ensure that they have all the up-to-date information to soundly meet the children's welfare needs. Children are suitably learning about the world around them as they dress-up in clothes brought in by staff in celebration of Eid and taste the stew and vegetables specially prepared for St. Patrick's Day. They are learning the expectations in place with regard to behaviour as they are sensitively supported by the staff who act as calm, positive role models. Younger children are encouraged to, for example, share their dolls with their friends and older children use their classroom rules to remind each other of the boundaries in place. Incorporating routines into the children's daily lives helps in their preparation for transition within the nursery and onto other early years settings, such as school. Children moving within the nursery are taken on visits to their new room accompanied by their key person to help them feel secure. For those moving onto school or other settings, samples of the school uniforms are provided for them to become familiar with and the new teachers often visit the nursery to meet the children before they transfer. Staff work with the teachers to ensure that all relevant information is shared to ensure as smooth transition as possible for the children and their family.

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

Currently, staff at the nursery have too little confidence in their knowledge and understanding of the learning and development requirements. This results in them providing insufficient support to build on children's individual learning, and limited support for parents who are not fully included in their children's development. There is also too little monitoring of the learning and development requirements by management and this means that children's individual needs are not being adequately met. However, staff at the nursery develop professional partnerships with other agencies to support children who are identified as having a specific need.

The management team at the nursery have a positive understanding of their responsibilities with regard to the safeguarding and welfare requirements. Effective recruitment procedures ensure that staff are suitable to work with the children and regular supervisions and appraisals generally support them in improving their practice and the experiences of the children. A recent incident at the nursery required Ofsted to set actions

regarding security of the premises, staff knowledge of the policies and procedures and senior management's knowledge of the Early Years Foundation Stage. The management team took immediate action to make sure that children are safeguarded and that all staff have a secure knowledge of the procedures and requirements in place. All staff attend mandatory safeguarding training and discussions and practice scenarios at team meetings ensure that children's safety is at the fore front of their minds and actions. Staff are given any updates to policies and procedures and these are reinforced as, for example, copies of the safeguarding and whistleblowing procedures are displayed in all rooms around the nursery. Additional meetings are organised to deal with any issues that arise to ensure that incidents are not repeated and that staff are very aware of the expectations in place. The premises are continually risk assessed and daily checks ensure that children's safety is promoted. Security of the premises is effective in ensuring that only known people gain access to the nursery and signs are displayed to remind staff and parents not to admit anyone into the nursery without the agreement of management.

Management at the nursery have started to evaluate the nursery's practice and has some plans for improvement. For example, parents have asked for more information about the activities that their children participate in during the day. Therefore, white boards are being placed outside each room to enable staff to record which resources and activities the children have enjoyed playing with. Parents are asked to share their views about the nursery through use of a suggestions box and by completing parent questionnaires. Children are also asked about the activities they enjoy the most and these are recorded in picture form on the nursery walls. However, management are not currently sufficiently focused on the weaker areas of practice within the nursery and this has an impact on the children's welfare and development.

Partnership working with other settings delivering the Early Years Foundation Stage is sound. Staff build professional working relationships with them to help the children prepare for their transitions onto new settings. Partnerships with other agencies are positively established and staff work closely with professionals to help support children with special educational needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory 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>	EY388876
<b>Local authority</b>	Luton
<b>Inspection number</b>	917645
<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>	109
<b>Number of children on roll</b>	155
<b>Name of provider</b>	Little Starz Day Nursery Ltd
<b>Date of previous inspection</b>	13/08/2009
<b>Telephone number</b>	01582 456382

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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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