

Little Starz Day Nursery

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

Inspection date	22/01/2014
Previous inspection date	29/05/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- Observation and assessment of children's progress is poorly matched to their actual abilities meaning that staff are not able to successfully identify their next steps or move them forward in their learning and development.
- Some parents do not receive or share enough information about children's learning. As a result, they are unable to support children's progress at home or prepare them suitably for school.
- Monitoring of the nursery is unable to fully recognise and overcome weak areas to swiftly bring about improvement in quality for children.
- The quality of resources in some rooms is not always high enough to support children's good learning and development, for example, drawing materials are blunt or do not work and there are few figures in the train and track area.

It has the following strengths

- Children are starting to gain an awareness of healthy lifestyles through some activities which help them to understand about healthy eating and exercise.

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 of the rooms where children are cared for.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager and deputy manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and self-evaluation.
- The inspector held a meeting with the manager and deputy manager.

Inspector

Hayley Marshall

Full report

Information about the setting

Little Starz Day Nursery was registered in 2009 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 27 members of permanent childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and two members of staff hold an early years qualification at level 2. The nursery employs an administration assistant, a cook and kitchen assistant and has bank staff to cover for staff absence.

The nursery opens Monday to Friday, all year round, apart from bank holidays and two training days. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 119 children attending. Of these, 99 children are in the early years age group and 20 children over the age of five attend the holiday club in school holidays only. 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:

- increase the quality of resources children use by ensuring they are fully working, functional and abundant enough for all children to take part
- 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
- 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 are beginning to develop planning for children's learning. They provide a mixture of both adult-led and child-led activities, which children generally enjoy. However, these are not securely rooted in what children need to learn next. This is because staff lack confidence in observing and monitoring children's learning. Staff do not consistently use information from parents to determine children's starting points. Furthermore, when staff identify what children's starting points are, they are often contradicted by the observations staff conduct. Staff track children's progress within their actual age band rather than their ability. This often does not reflect children's true stage of development. Some children are working significantly below their age in certain aspects of development, such as communication and language. Therefore, the next steps that staff identify for them are unrealistic and unachievable. This results in children making weak progress and staff failing to identify accurately their need for significant support in this area. Equally, some children's capabilities are beyond the expectations for their age. In these cases, planning for their next steps does not provide them with suitable challenge and extension, meaning they too do not make good progress. Staff are aware of children's development and can identify that some children are working below or above expectations but they do not effectively use their chosen method of recording to track children's progress. As a result, staff are not able to fully support the learning of all children based on their assessment of each child's progress from their individual starting points. This has an impact on the quality of teaching, which at times, is ill matched to children's individual needs.

There are some opportunities for children to develop their communication at the nursery. For example, children practise sign language to help them to find ways to communicate. Staff talk with children and sing to young babies to calm them when they become fractious, which improves children's listening skills. Children are beginning to play imaginatively and at times use figures and commentary to make believe; however, resources are not always abundant or suitable. For example, when children play with trains and small-world toys, the trains do not fit on the tracks and there are too few figures for children to play with. This results in children losing interest quickly. When children begin to show an interest in early literacy and develop the small muscles in their hands they find that pencils are blunt and pens do not work. This is frustrating for them and they are unsuccessful in completing their ideas and expressing themselves. Children play physically in the garden area where they climb, slide and ride bikes. Babies have low-level toys and furniture to pull themselves up by and steady themselves as they prepare for early walking.

The nursery shares information with parents about children's learning but this is sporadic and inconsistent. Some parents do not receive enough information about how children are learning and what they are learning. As a result, they are unable to support children's learning at home. Furthermore, the lack of consistency and targeted support means that children are not well prepared for school. Busy staff do not always find time to write feedback in children's communication books and this hampers the two-way flow of information between the nursery and parents, this impacts on parents who collect their

children at busy times of the day when staff are not always available to share information verbally. Consequently, parents do not readily share their own observations from home for staff to build upon at the nursery and therefore, children lack continuity.

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

Generally, children settle well. When babies need extra support, staff cuddle them and give them reassurance. Staff find out about children's home routines and give children choices about whether or not they sleep and allow time for them to finish their lunch before rest. This means that children follow routines which suit them. Parents sometimes share some information about children's likes and dislikes and items of comfort to help staff to make children feel comfortable and secure. When children move rooms, staff encourage them to visit to become familiar with their new surroundings. The key person approach at the nursery supports children most of time, although on occasion, staff do not fully communicate their assessment of the children as they move on to different rooms within the nursery because they record keeping is inaccurate.

Children are developing independence as older children wash their hands and use the toilet by themselves. Older children serve their own breakfast and lunch helping them to understand their own need for nutrition. Younger children are sometimes able to do things for themselves in activities. Staff remind children to sit down on chairs and explain to them that they might fall, which helps them to begin to understand about safety. Staff manage children's behaviour in a positive manner; they distract them from unwanted behaviour by saying 'no thank you' and offer praise when appropriate. Staff are patient with young babies when they cry and do not settle, and try multiple ways to soothe them. Therefore, children feel secure at the nursery.

Children learn about healthy foods because staff encourage them to eat balanced meals and snacks. They wash their hands before eating to help reduce the spread of infection. Children have regular fresh air and exercise as part of their daily routine and play outside in all weathers. Children begin to test out their capabilities as they climb the climbing frame in the garden, pulling themselves up and using their whole body to reach the top. Younger babies lean forward in their bean bag, stretching to reach for staff and food. Children show perseverance in doing things they choose and challenging themselves. Resources are within reach of children, but are not always of good enough quality to support children's learning.

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

Staff demonstrate an awareness of how to keep children safe. Staff recognise the signs and symptoms which might cause them concern about children's welfare and how to report any such concern. Staff undertake regular training to refresh and enhance their knowledge of safeguarding. There are procedures in place for inducting new staff and required checks are complete before staff work with children. Regular, vetted bank staff cover for staff absence to provide consistency for children and all have suitable training or experience. Staff maintain safe, legal ratios throughout the day and monitor children

closely. Extra measures, such as closed-circuit television cameras, maintain a secure building preventing access to anyone who staff have not identified as suitable. Staff check the identity of all visitors and take measures to reduce the potential risk from technology for children's well-being by keeping all mobile telephones locked in the office.

Senior staff support the staff team through identifying training needs and holding regular meetings. All staff have an appraisal twice a year to set targets and review their work. Although new methods for observing and monitoring children have been introduced, supervision of staff does not extend to monitoring the input from staff into children's developmental folders. Neither do they assess the quality of activities and resources in the rooms. As a result, senior staff are unaware that these activities and resources are unsatisfactory in helping children to make progress in their learning and development. Staff have made some improvements since the previous inspection, but have failed to tackle areas of weakness with enough rigour. Nevertheless, the nursery staff demonstrate their desire to seek help to bring about improvement in quality for children by raising standards. As a result of this second inadequate inspection outcome owing to weaknesses in learning and development Ofsted intend to monitor the progress the nursery makes in tackling these ongoing weaknesses in the provision.

Staff work in partnership with local authority development workers. They are aware of the need to work with other professionals should the need arise and attempt to build relationships with schools to support children's transition. The nursery is beginning to provide more information for parents through noticeboards and newsletters. These remind them of important dates and introduce new staff. However, information sharing with parents about children's learning and development is weak. Staff complete the progress check for relevant children aged two years; however, weaknesses in the staff's assessments of children mean that the information shared is not always accurate. Parents are confident in the nursery staff and are supportive of them. They feel that staff are friendly and care about their children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY388876
Local authority	Luton
Inspection number	927742
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	109
Number of children on roll	118
Name of provider	Little Starz Day Nursery Ltd
Date of previous inspection	29/05/2013
Telephone number	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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