

# Little Stars Nursery - Stonehouse

25 Manor Street, Plymouth PL1 1TL



<b>Inspection date</b>	13 February 2019
Previous inspection date	4 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff strongly promote children's learning about other cultures and traditions. Translated information helps to keep parents informed of nursery events. Staff learn key words in other languages to help children settle quickly and feel secure in their environment.
- Children with special educational needs and/or disabilities receive good support to enhance their learning. For example, a designated member of staff provides one-to-one assistance to help children work towards their next stage of learning, to improve their outcomes.
- The nursery staff work closely with the community. For example, during the 'Harvest' period, children visit the local food bank with donations to help people who are less fortunate.
- Children have strong opportunities to be physically active and learn about the world around them. For instance, they become 'explorers', finding out how plastic is affecting the Arctic, oceans, and the polar bears who live there.
- Staff teach children good mathematical skills. Children count objects, match odd socks, use their fingers to represent numbers and match quantities. For example, at circle-time, children count how many items they can see and find the corresponding number mat.
- Staff sometimes rush activities for younger children. They do not consistently extend children's knowledge through engaging discussions and conversations, to support their speaking skills even further.
- Occasionally, staff do not provide children with sufficient time to process their thoughts and answer questions in response to activities and events, to extend their understanding skills even more.

## What the setting needs to do to improve further

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

- extend opportunities for younger children to help them develop their conversations further, to enhance their speaking skills
- maximise opportunities for all children to process and consolidate their understanding, to help them respond to simple questions.

### Inspection activities

- The inspector held two joint observations with the manager.
- The inspector observed the interactions between staff and children, and the impact of teaching on children's learning.
- The inspector looked at a range of documentation, including staff suitability, children's assessment records, relevant policies and procedures, and how funding is being used to support children's development.
- The inspector sought the views of parents and spoke to children to gain their thoughts on the nursery provision.
- The inspector held a meeting with the management team to discuss its self-evaluation process, how it plans and monitors children's progress, and staff training opportunities.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of leadership and management is good

The management team has a strong understanding of the learning and development requirements. It uses this knowledge well to monitor children's progress and close gaps in their learning quickly. Management has a good self-evaluation system and has recently improved the staff supervision process. For example, staff reflect on their own practice and share these with management to enhance their own teaching methods to benefit children. Opportunities for training are strong. Staff disseminate new information to their colleagues via a presentation, and then implement ideas to support children's learning. For instance, children explore a range of items and use these to retell traditional stories. The arrangements for safeguarding are effective. Management and staff have a good understanding of how to protect children from harm. Partnerships with other professionals are strong. Good links with health visitors and nearby schools provide consistent support for those children who require additional help.

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

Staff have reflected on their planning process and use this well to provide children with good activities that meet their interests and needs successfully. Younger children enjoy using real flowers in dough, strengthening their finger muscles in preparation for early writing. Older children link sounds to letters and begin to form these well. They enjoy identifying rhyming words in songs, helping to develop good literacy skills. Staff make informative observations and use these to form accurate assessments to share with parents. Staff actively encourage parents to be part of their child's learning. For instance, they invite them to enjoyable craft days or to the local park, where they find and use natural resources to support children's overall development well. The introduction of an online assessment programme helps to encourage more parents to share information about their children's learning at home.

### Personal development, behaviour and welfare are good

Children behave well. Staff support them effectively with sharing and turn taking, using resources effectively to help them develop an understanding of time. This helps children understand how long they can use an activity, before sharing it with their friends or tidying up. Staff encourage children to develop good imaginations. For instance, they actively engage with children as they 'make-believe' and pretend to be pirates. Children develop a good understanding of where food comes from. They independently dig in soil in preparation to plant potatoes, strawberries and blueberries, ready for future snacks. Staff know children well and form good relationships with them, supporting their emotional well-being effectively.

### Outcomes for children are good

All children make good progress, including those who speak English as an additional language. Younger children learn how to create sounds using musical instruments and older children make giant bubbles, using hoops and washing-up liquid. This helps to support their creative development well. Children confidently ride bicycles in the outdoor area and make collage pictures using feathers, helping to develop good physical skills. All children are accomplishing the key skills needed for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY477861
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10075988
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	KCP Keystone CIC
<b>Registered person unique reference number</b>	RP901727
<b>Date of previous inspection</b>	4 February 2016
<b>Telephone number</b>	01752 223181

Little Stars Nursery re-registered in 2014 and is situated in Stonehouse, Plymouth. The nursery is open each weekday from 9am until 5pm, for 50 weeks of the year. It receives free early education funding for two-, three- and four-year-old children. There are 10 members of staff, nine of whom hold childcare qualifications ranging from level 6 to level 2. One member of staff is unqualified.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

