

Inspection of Little Stars Nursery

Unit 3 Centurion Park, Caesars Way, Folkestone CT19 4AH

Inspection date: 14 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children excitedly come into the nursery and immediately join in games with their friends. They have formed secure relationships with staff and are eager to talk about what they have been doing at home. Children and babies feel safe and are keen to investigate the nursery environment. They complete tasks and choose their own play, as they develop their independence. For example, toddlers pour their own drinks. Older children help to tidy up and clean tables ready for snack time.

Babies enjoy practising their physical skills as they develop muscle strength during 'tummy time'. Children jump and dance as they explore different ways to move their bodies. Staff encourage them to place a hand on their chest to feel their heartbeat. In the outside area, children enjoy riding on tricycles and zooming about in cars. They learn to negotiate around the space, expertly moving between objects and ensuring they do not bump into friends. Children gain a good understanding of the importance of exercise and being healthy.

Sensory and tactile play has a strong focus across the nursery. Babies enjoy exploring the different textures of the materials in the large plastic tray. Older children explore the way the cooked spaghetti feels as they squidge it between their fingers. Staff make good use of activities to introduce descriptive language. For example, they talk about the spaghetti feeling slippery and slimy. Children are developing a wide vocabulary.

What does the early years setting do well and what does it need to do better?

- Children develop good language and communication skills. They benefit from interactions with enthusiastic staff who speak clearly. Staff make effective use of action songs and sign language to support children. For example, younger children copy staff, as they move round the room wiggling their bodies and fluttering their hands like a butterfly.
- The nursery works closely with other professionals to help any children with special educational needs and/or disabilities. The special educational needs coordinator supports staff and has put in place detailed plans to address any developmental concerns. As a result, any gaps in children's learning and development are quickly addressed. The manager has made good use of additional funding to support children. For instance, they have purchased extra resources for small-group work, to encourage children's interactions with peers and build confidence.
- Children's behaviour is good and appropriate for their stage of development. Staff are aware of the importance of supporting children to deal with their emotions. They have put systems in place to help children of all abilities communicate their needs. For example, staff make strong use of emotion cards

to enable children to communicate how they are feeling. Staff use picture timelines so that children know the daily routines and what is happening now and next.

- The manager has high expectations for what children can achieve. They understand the importance of having a qualified staff team to enable them to provide good-quality experiences for children. The staff team state that they feel valued. They receive regular supervision meetings to help support them in their roles. The manager has a secure induction procedure in place to help new and existing staff settle into new posts.
- Staff know the children well and have a clear intent for learning within the curriculum. They engage the children in a variety of adult-led activities. For example, children roll cars in paint before placing them at the top of the slope. Staff encourage the children to predict what will happen. The children talk about the quickest car and the changes in colour as the paints mix. But staff do not extend and challenge the more able children to build on their fascinations and learning.
- The younger children have a wide range of activities to engage in. They have space to spread out and interact with their chosen activity. For example, they have ample room to roll balls to see how many skittles they can knock over. Staff make good use of praise to encourage younger children to join in with painting activities as they use cars to make marks with the paint. However, staff do not provide younger children with a good range of open-ended play experiences. As a result, they have fewer opportunities for their curiosity and imagination to flourish.
- Partnerships with parents are good. Parents comment that they have formed professional relationships with staff and other parents. They value the daily communications they receive at drop-off and collection times. Parents also like the information they can view on their children's learning records online.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of how to safeguard children. She is aware of the actions to take if she has a concern about a child in the nursery. The manager and staff regularly update their mandatory training. For instance, some staff have recently updated their paediatric first-aid training to ensure they know how to keep children safe. Staff have a clear knowledge of the setting's whistle-blowing policy and the procedures they need to follow. The provider and manager undertake robust vetting and recruitment processes to help ensure all staff working with children are suitable to do so. Staff are vigilant, and constantly supervise children to ensure they maintain children's safety and welfare.

What does the setting need to do to improve?

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

- provide a higher level of challenge to the most able children to help extend their learning even further
- increase the opportunities for younger children to be more curious and imaginative in their play and exploration.

Setting details

Unique reference number	EY484432
Local authority	Kent
Inspection number	10263910
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	99
Name of registered person	Kidz Planet Limited
Registered person unique reference number	RP534215
Telephone number	01303 277773 (option 3)
Date of previous inspection	16 May 2017

Information about this early years setting

Little Stars Nursery registered in 2015 and operates in Folkestone, Kent. It is open Monday to Friday, from 8am until 6pm, for most of the year. The provider employs 22 members of staff, of whom 17 hold a relevant childcare qualification at level 3 or above, and five have completed a level 2 qualification. Three staff have achieved an early years degree. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The manager gave the inspector a tour of the setting and explained how they plan the curriculum.
- Parents views were taken into account through conversations and letters of reference.
- The inspector completed a joint observation with the manager.
- The inspector observed staff interacting with the children to assess the quality of care and learning the children receive.

We carried out this inspection 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.

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