

Inspection of Little Stars Atherstone

Trinity Church, Coleshill Road, Atherstone CV9 1BN

Inspection date: 9 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and eager to enter this friendly and welcoming setting. Staff greet parents and children warmly. They chat away to staff, demonstrating that they feel safe and secure in their care. Children immediately engage in the many exciting activities planned for them to enjoy. For example, children confidently engage in imaginary play, making dishes for their outdoor café. Staff support children to expand their vocabulary and language skills as they work together to create menus for their customers. Children's learning is enriched as staff take them on train and bus rides, and trips to the local library, where they enjoy rhythm and rhyme activities. This helps children to learn about the world around them, and diversity within their local community.

Children's independence is promoted well by staff. For example, they help to lay tables at mealtimes and make choices about the healthy snacks they eat. Children develop an understanding of healthy lifestyles as staff talk to them about how the milk they drink is good for their teeth and bones. Children enjoy regular opportunities to play outside. They learn to navigate and coordinate their movements as they ride bikes around tracks created by staff. This supports children's physical development, and builds confidence as staff consistently recognise and praise their efforts and achievements. This prepares children well for the next stage of their education at school.

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

- Leaders and staff have a clear understanding about what they intend for children to learn. They have a strong focus on the prime areas of learning, including supporting children's independence, language and physical skills. Leaders and staff plan open-ended activities to ignite children's curiosity and encourage them to be adventurous in their play. They use key books, such as stories about growing, to provoke children's interest in learning and capture their attention. Leaders and staff have high expectations for children's learning, and they make good progress as a result.
- Key persons know their key children very well. They have a thorough understanding of children's starting points and plan learning experiences to build upon children's existing knowledge. Leaders work diligently in partnership with parents and other professionals, to support the learning and development of children with special educational needs and/or disabilities. This ensures they make the best possible progress during their time at the setting.
- Staff plan a range of exciting and fun activities that enhance all areas of children's learning. For example, children practise and extend their counting skills as they excitedly count the pom-poms they add with pincers to narrow tubes. However, staff do not always support children to learn the skills they need

to complete tasks successfully. For example, staff do not support children to learn how to hold and use scissors correctly during activities. This does not consistently support children to make the best possible progress in their learning.

- Children foster a love of reading as they share stories and books with staff throughout their day. For example, staff introduce and repeat new words, like 'cocoon' as they read about the life cycle of a caterpillar, extending children's vocabulary. However, staff do not always ask children questions that encourage deeper thinking about the books they read. This does not consistently provide opportunities for children to share and explain their thoughts and ideas, deepening their understanding of learning.
- Children behave well in this setting. They respectfully follow the instructions given to them by staff and adhere to routines within the setting. Staff sensitively support children to learn to take turns with their friends when playing games. For example, they thank and praise children for waiting patiently for their turn. The effective deployment of staff across the setting, and the variety of exciting activities planned for children to enjoy, keeps children engaged and motivated to learn.
- Leaders are dedicated to providing high-quality care and education. They routinely assess their practice to identify areas for ongoing development. For example, staff receive emotional coaching training to enable them to help children understand and learn how to manage their feelings. Staff receive regular supervisions and feel supported by leaders. This fosters positive working relationships that benefits the progress of all children in the setting.
- Partnerships with parents are highly effective and positive. They express great appreciation of the care and support provided by staff, and the progress their children make. Parents acknowledge the many extra-curricular activities that are provided for their children, including trips to the local cafe and forest school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the quality of staff interactions with children to deepen their understanding of learning
- support children to learn the skills they need to enable them to complete tasks successfully and make the best possible progress in their learning.

Setting details

Unique reference number	2713820
Local authority	Warwickshire
Inspection number	10376305
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	43
Name of registered person	Foalyard Nurseries Limited
Registered person unique reference number	RP905505
Telephone number	01827 718088
Date of previous inspection	Not applicable

Information about this early years setting

Little Stars Atherstone registered in 2022 and is situated in Atherstone, Warwickshire. It is open from 8am to 4pm, Monday to Friday, term time only. They employ nine members of staff, one of whom holds a qualification at level 6, seven who hold level 3 and one who holds level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation.
- The manager and inspector undertook a joint observation of teaching.
- The inspector spoke with managers and leaders about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.

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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