

Inspection of Little Stars

49 Newlands Close, Doncaster DN4 6RQ

Inspection date:

10 December 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not maintained. Staff have a poor knowledge of the indicators of possible abuse. They are also unfamiliar with the procedures to follow should they have any concerns about a child. While indoor areas are safe and secure, staff fail to identify and minimise potential risks outdoors. This results in children's health and safety not being protected at all times.

The provider and staff have recognised the impact the COVID-19 pandemic has had on children's social and communication skills. As children have not been used to mixing with other children and adults, staff have provided support in these areas. They have helped children to learn how to interact, play cooperatively and share. Children show confidence when they arrive at the nursery as they happily leave their parents to play. Any children who do become upset as the day goes on, are supported and comforted by staff.

Children behave appropriately as they enjoy a range of play opportunities. However, activities are not always planned to take account of children's varying abilities. This results in some children not always engaging in challenging and purposeful learning experiences. For example, during whole-group activities, children with special educational needs and/or disabilities (SEND) and some younger children, do not remain focused and engaged. While staff do try to re-engage them, the activities last too long for their level of ability.

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

- Children's health and safety is not always maintained. Potential hazards in the outdoor area are not identified by staff. For example, water has collected in several toys and staff are unsure how long the water has been standing for. While staff try to discourage children from playing in the dirty water, they make no attempt to empty the water out. Children are also seen continually slipping on the wooden bridge as they race over this. Staff acknowledge that the bridge is slippery, and they check to see if children have injured themselves. However, they do not prevent children from accessing the bridge and children continue to fall over.
- The manager and staff have recently introduced a new assessment and planning system. Each key person is familiar with their key children's achievements and their next steps in learning. However, staff do not always make use of this information to build on children's prior knowledge and skills. When a key person is absent, other staff are not as familiar with how to support these children's next steps in learning. This results in children not always being effectively challenged.
- Staff plan an activity for children to talk about what they would like for

Christmas. They provide them with scissors and catalogues so they can also try to cut out their chosen images before sticking them on to a stocking. However, another staff member then provides children with pre-cut images to choose from. This inconsistency does not encourage or challenge children to use the scissors to develop their small-muscle control.

- Young children or children with SEND are not always interested in participating in large group-time activities. While there are ample staff to support all children, they do not use the opportunity to plan alternative play experiences and refocus children's attention. This results in these children not being effectively engaged in learning during these activities.
- The manager understands how to support children's communication and language. For children with possible speech delay, the manager repeats any unclear words they say and uses them within a sentence. This helps all children to hear the correct pronunciation of words. However, other staff do not use this approach consistently to promote children's speech.
- While the manager wants children to develop their independence, it is another area which is not consistently promoted by staff. Children independently wash their hands and pour their own milk on their cereals. However, staff put children's coats on for them and fasten them up. They do not take advantage of all opportunities to encourage children to try to do this for themselves.
- Children enjoy listening to stories. When reading books to children, staff use an expressive tone which keeps children interested in the story. When reading books on a one-to-one basis with a child, staff encourage them to identify key features or people within the story. This supports children's understanding and their vocabulary.

Safeguarding

The arrangements for safeguarding are not effective.

Staff are unfamiliar with the signs and symptoms associated with different forms of possible abuse. They are unable to identify the indicators associated with neglect. They are also unfamiliar with how to recognise children or their families who may be at risk from radicalisation, female genital mutilation, drugs and gang cultures. Staff are aware of the procedures to follow if a child arrives with an existing injury. They also know what to do if they should have any concerns about a staff member. However, staff are unaware of the procedures to follow if they have child protection concerns about a child. This does not protect children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure staff have an up-to-date knowledge of potential indicators of abuse so that they can recognise signs of abuse at the earliest opportunity	10/01/2022
ensure staff fully understand the procedures to follow if they have any concerns about a child	10/01/2022
ensure staff take reasonable steps to identify and minimise potential hazards in the outdoor environment	13/12/2021
support staff to use information gained from assessments so that they understand how to sufficiently differentiate planned activities and build on individual children's prior knowledge and skills.	10/03/2022

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

- help staff to gain a better understanding of what they want all children to learn so that experiences provided become more purposeful, especially for children whose key person is absent
- support all staff to positively model children's mispronounced words to fully support children's developing communication and language skills
- clarify how staff will support children's increasing independence, and share this approach so that all staff are aware and consistently implement this.

Setting details

Unique reference number	2645070
Local authority	Doncaster
Inspection number	10214094
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	26
Name of registered person	Turton, Dawn
Registered person unique reference number	RP513751
Telephone number	01302215530
Date of previous inspection	Not applicable

Information about this early years setting

Little Stars registered in 2021. The nursery opens term time only from 9am to 3pm, Monday to Friday. The nursery employs five members of staff, of whom four hold early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff and children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.

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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