

Inspection of Little Stars Education Limited

39 Penn Hill Avenue, Poole, Dorset BH14 9LU

Inspection date: 26 January 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive keen to start their day and eager to learn. They are highly motivated and happy at this welcoming nursery. Children show that they feel safe. They develop exceptionally close bonds with the kind and caring staff. Staff respond extremely well to the needs of babies, quickly recognising individual signs, such as tiredness, and spend time gently soothing them. Babies thoroughly enjoy sensory play experiences, such as smelling and feeling dough as they make biscuits. Children show great resilience and determination. Younger children press buttons on technical toys, eagerly anticipating what might happen next and persevering until they see their favourite light effect. Older children work hard to build a tall tower of bricks and keep trying even when they encounter difficulties, such as the tower collapsing. Children's behaviour is exemplary. They follow the 'golden rules' and start putting resources away quickly when the tidy up song comes on. Children are very respectful of other children. For example, they remind their friends to walk so they 'don't fall over'. The nursery closed for a short period during the COVID-19 pandemic. Staff continued to support families and provided filmed stories and activities to help parents support their children's learning at home. Staff have adapted the drop-off and collection points to minimise contact.

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

- The ambitious and dedicated leadership team provides a strong and clear vision for the nursery. The team supports children in receipt of funded early education and those with special educational needs and/or disabilities well to reach their full potential. Staff liaise closely with external professionals, such as speech therapists, and implement strategies to help children make good progress. For example, they introduce gestures and pictures to support children's understanding of language.
- There is a superb sense of community at the nursery. Staff are meticulous in finding out about children's home lives and cultures. They celebrate their uniqueness. Children cook food and dance to music from different cultures. Staff ensure these experiences are fully embedded in the curriculum. There are many opportunities for children to see and hear their home language in the nursery through resources such as books and bilingual staff.
- Staff support children's communication and language successfully. Babies happily babble as they point to pictures in books. Toddlers hear meaningful language and name favourite animals. Older children confidently hold more complex conversations and concentrate well as they discuss different feelings.
- Members of the leadership team thoughtfully consider staff well-being. They complete regular supervision meetings and give staff designated time to write reports and access professional development opportunities to enhance their skills. For example, staff have increased their knowledge of how to develop

children's coordination skills. Staff confirm that they feel supported and valued.

- Children benefit from an excellent range of opportunities to be healthy and active. For example, they delight in moving their whole bodies as they act out stories and during their 'wacky workouts' sessions. Children enjoy a variety of healthy, nutritious meals prepared by the nursery chef. Staff are aware of children's allergies and dietary requirements when serving food and ensure these are always strictly adhered to.
- Staff support children's emotional well-being extremely well. For instance, when children move rooms, familiar staff move with them. Children are highly independent. Older children scrape their plates after lunch without prompting and carefully put them in the washing up bowl. Younger children wipe their noses and put the tissues in a bin independently.
- Parents speak highly of the leadership team and staff. They say that their children love attending and are always well cared for. Staff give parents ample ideas to support home learning. They communicate successfully with parents in a range of ways, for example through daily conversations and the online learning journal.
- Staff follow children's interests and join in well with their play. Staff make observations of these interests and children's achievements. They use this information to plan their curriculum and sequence the next steps in children's learning. However, on occasion, staff do not always extend children's learning during their freely chosen play.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is high on the agenda at this nursery and is regularly discussed in staff meetings and supervision meetings. The leadership team and staff have a secure understanding of their safeguarding roles. They know the signs that may indicate a child is at risk of harm and know who to contact to seek advice and follow up potential concerns in a timely manner. The leadership team is clear about the procedures to be followed in the event of an allegation being made against a member of staff. They follow rigorous vetting procedures to ensure that all staff are suitable for their role. New staff receive a thorough induction to prepare them for their responsibilities and to ensure they are familiar with the nursery's safeguarding procedures.

What does the setting need to do to improve?

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

- support less experienced staff to make more effective use of spontaneous opportunities, to extend and challenge children's learning.

Setting details

Unique reference number	EY219327
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10071819
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	0 to 4
Total number of places	73
Number of children on roll	107
Name of registered person	Little Stars Education Ltd
Registered person unique reference number	RP902621
Telephone number	01202 741437
Date of previous inspection	11 November 2015

Information about this early years setting

Little Stars Education Limited registered in 2002. It is a privately owned nursery situated in Poole, Dorset. The nursery is open weekdays from 8am to 6pm, all year round, except for one week at Christmas and on bank holidays. There are 25 members of staff. Of these, two hold qualified teacher status, one holds early years teacher status, one holds a qualification at level 6, one holds a qualification at level 5, 13 hold a qualification at level 3, and five hold a qualification at level 2. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Petra Morgan

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 leadership team and has taken that into account in her evaluation of the provider.
- The leadership team and the inspector conducted a learning walk together and discussed the intent of the curriculum.
- The inspector spoke to children, parents and staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the leadership team.
- The inspector held a meeting with the leadership team.
- The inspector reviewed documentation, including staff suitability information and training certificates.

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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