

Inspection date	8 July 2015
Previous inspection date	13 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress as a result of well-planned, interesting activities and learning opportunities. Resources are of good quality, easily accessible, and each room is thoughtfully planned for each age group. Children are challenged and stimulated very well and staff ensure that children are continually busy and engaged in their learning.
- Staff know children very well through their observations and from information obtained from parents. This means they meet their individual needs and work very effectively together to support the next steps in children's learning.
- Children are well protected because staff have a secure knowledge of how to keep children safe. They are well trained in safeguarding and child protection and this is given a high priority in the nursery. The premises have been made fully secure since the last inspection.
- There are very good relationships between staff and children in a very happy, caring and welcoming environment. Staff work closely with parents so that children receive consistency and their needs are met. Children's behaviour is excellent. Extremely well-planned settling-in procedures are tailored to individual children's needs so they are secure.
- Highly motivated staff work as a strong team to monitor and evaluate their provision effectively. Significant improvements have been made since the last inspection through staff training and supervision. This has resulted in great improvements in staff's practice, planning and assessment. Therefore, children's learning and progress have improved.

It is not yet outstanding because:

- Staff do not maximise opportunities to teach children that print carries meaning in a range of contexts.
- Opportunities for children to make marks freely and explore a greater range of textures and natural objects outside are not yet maximised.

What the setting needs to do to improve further

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

- provide children with further opportunities to learn that print carries meaning so they develop early reading skills more effectively
- enhance children's outdoor experiences to develop their early literacy skills and sensory development.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, the deputy manager and the school principal. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff's practice has improved greatly since the last inspection and teaching is of a consistently good quality. All children are well prepared for the next stage in their learning because staff engage them in a wide range of experiences. Staff show two-year-old children how to roll and shape the dough and then encourage them to try it for themselves. They develop children's communication skills very well and take many opportunities to teach children to count and use mathematical language. Staff extend children's learning skilfully as they use children's interests and observations. For example, a child notices a cat in the street, so staff take this opportunity to reinforce pre-school children's use of positional language, saying it has gone behind the car. Children are praised as they use the word disappear to say where the cat has gone. Staff have increased the range of resources and opportunities for children to be creative and to make marks. However, there is less emphasis on this and the provision of sensory activities, in the outdoor area, particularly for those children who prefer to learn outdoors. Staff do not maximise children's opportunities to learn that print carries meaning. Children who speak English as an additional language and who have special educational needs and/or disabilities are supported very effectively.

The contribution of the early years provision to the well-being of children is good

Children are emotionally secure at the nursery because staff are very well trained in how to recognise and meet each child's individual needs. Children's ideas are valued and staff promote a strong ethos of caring for other people and the environment. They teach children to share, take turns and to value their community. A welcome song at the beginning of each session gives children a sense of belonging and helps them to get to know each other. Staff share information about healthy eating and lifestyles with children and parents, and children are active outdoors each day. They develop their physical skills well through their use of a range of resources at the nursery and the adjacent park. Children's moves to school are managed very smoothly so they feel secure.

The effectiveness of the leadership and management of the early years provision is good

The highly motivated management team has made significant improvements since the last inspection. They have implemented a clear action plan with the support of the local authority that has led to great improvements in teaching, planning and children's progress. Staff's qualifications and training have had a valuable impact on children's learning experiences. There are strong links with other local early years providers, with whom staff share ideas and best practice. This has led to further improvements in the focused self-evaluation of the provision. Staff provide comprehensive information for parents about the nursery policies and procedures and they are very involved in children's learning. Staff contact the other settings that children attend so that their learning is complemented and their well-being is protected.

Setting details

Unique reference number	EY346633
Local authority	Walsall
Inspection number	1011152
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	42
Name of provider	Palfrey Girls School Committee
Date of previous inspection	13 March 2015
Telephone number	01922 625510

Little Stars was registered in 1997 and is located within Palfrey Girls School, Walsall. The nursery employs six members of childcare staff. Five members of staff hold level 3 qualifications. The manager has a level 6 qualification, and also holds Qualified Teacher Status. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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