Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not assess children’s progress frequently or accurately enough. They do not have a clear and precise picture of each child’s level of development. Consequently, they do not successfully identify any gaps in children's learning or plan activities to ensure that the gaps are quickly closed.

- Systems to monitor the quality of teaching are in the early stages of development. As a result, teaching is variable.

- Staff do not always model language to challenge children's communication. This is particularly so for those children who speak English as an additional language.

- Strategies to encourage parents to share more about children's learning from home are not yet fully effective.

It has the following strengths

- Children are secure and happy at the nursery. Staff are warm and caring. They give children's comfort and personal care a high priority. Settling-in periods ensure children are given time to build trusting relationships with key people.

- Risk assessments are thorough to ensure children’s safety. Staff deploy themselves appropriately to ensure children’s well-being. They are vigilant in their supervision of children, both indoors and on outings.

- Staff provide a safe and welcoming environment. Children enjoy a range of activities and access age-appropriate toys and resources.
What the setting needs to do to improve further

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

- improve the methods of assessing children's achievements to ensure that any gaps in their learning are quickly identified and activities are more precisely matched to support their individual next steps in learning  
  Due Date: 24/10/2016

- implement robust systems to monitor the quality of teaching to ensure that it is consistently good and more effectively supports children's learning and development.  
  Due Date: 24/10/2016

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

- use every opportunity to model language during children's play, particularly for those children who speak English as an additional language, to enable them to practise what they hear and to support and enhance their language and communication skills

- strengthen the current arrangements with parents to support a more consistent approach to children's learning between the nursery and home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and on an outing and assessed the impact this has on children's learning.

- The inspector had a tour of the premises and reviewed resources.

- The inspector checked evidence of the suitability and qualifications of staff working with children.

- The inspector evaluated the range of activities on offer to children with the manager.

- The inspector sampled children's assessment records, planning documentation and a range of other records, policies, and procedures.

- The inspector spoke to staff and children at appropriate times during the inspection and held meetings with the manager, deputy, and provider.

Inspector
Alex Brouder
Inspection findings

**Effectiveness of the leadership and management requires improvement**

The new management team aspires to improve the quality of care and learning for children at the nursery. They seek support and guidance from the local authority to aid this process. Despite this, action has not been swift enough to address weaknesses in all areas of teaching and children's learning. The arrangements for safeguarding are effective. Managers and staff have a secure understanding of what to do if they are concerned about a child's safety or welfare. Accident records are clearly maintained and shared with parents. Although staff observe and track children's progress, this is not assessed effectively to plan appropriate next steps in children's learning. The management team has begun to monitor the quality of teaching. However, this is not robust and, as a result, teaching and the planning of activities are variable. Most of the staff are appropriately qualified and training is offered to improve their skills.

**Quality of teaching, learning and assessment requires improvement**

Despite staff offering positive interactions, the quality of teaching and the delivery of appropriate activities to support children's learning are not good enough. Staff do not regularly evaluate or review children's progress. This means that the planning of activities are not targeted effectively to enable every child to make at least good progress. In spite of this, children enjoy their time in the nursery. Staff begin to use the information that parents share with them at the point of entry to help plan a welcoming environment for children. This helps children to settle well and to feel safe and secure. However, parents are not encouraged to share information about what children are learning at home to develop a more consistent approach to learning. Children begin to use early mathematics during play. They count the number of bricks they stack and steps they climb. Opportunities for children to use their senses are offered as they taste lemons and limes. Children pull faces and comment that they are sour.

**Personal development, behaviour and welfare are good**

Children learn how to keep themselves safe as they play. For example, during an outing to the park they correctly identify that red means stop and green means go when crossing the road. Children behave appropriately. From a young age they are taught to be kind to one another, share toys and take turns. This helps children learn to respect and tolerate others. The setting has no outdoor play space. Staff ensure children take part in regular trips outside of the nursery. This ensures they can participate in active play and gain fresh air. There is a large indoor play space but this is currently not in use due to hazards in this area.

**Outcomes for children require improvement**

Children, including those in receipt of funded education, make some progress and develop some of the skills they need for their future learning. They become independent in their self-care as they wash their hands before snack and use the toilet unaided. However, the monitoring of teaching and assessment requires improvement, so that children are helped to make good, or better, progress.
**Setting details**

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<td>Day care type</td>
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<td>Number of children on roll</td>
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<td>Name of registered person</td>
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<td>Registered person unique reference number</td>
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Stars in the Making was registered in 2015. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. One member of staff holds early years professional status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

This inspection was carried out by Ofsted 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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