

Inspection of Little Stars Preschool Nursery Ltd

New Bentley Neighbourhood Resource Centre, Christchurch Avenue, HARROW,
Middlesex HA3 5BD

Inspection date: 22 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this nurturing nursery. They receive lots of individual attention from the caring staff, therefore they feel welcomed and included. Children demonstrate that they feel safe and secure, as they explore freely. They display their positive relationships with staff, chatting to them happily and engaging them in play.

Children thoroughly enjoy the learning experiences and focus well on their chosen activities. For instance, children of different ages are eager to participate in bathing the dolls. They develop their social skills as they learn to share and take turns with the resources. Children investigate how to work the pump on a soap dispenser and squeeze toothpaste from a tube. They make links to previous learning as they remember that sweets can cause tooth cavities.

The manager and staff have high expectations for all children and want them to be confident and inquisitive learners. Children learn to carry out tasks for themselves and develop their independence throughout the day. For example, on arrival, children put away their belongings and find their photo to register their attendance. They confidently choose the toys they want to play with and learn to manage their personal care, such as handwashing and using cutlery. They are well prepared for the next stage of their learning, including starting school.

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

- The experienced manager is passionate about providing all children with a positive start to their education. She has implemented effective changes to improve the quality of the provision. Staff speak enthusiastically about the enhanced supervision and training. They describe how they implement their learning and its positive impact on children. For instance, staff use what they know about emotional attachments to help children settle smoothly into the nursery.
- Staff use observations effectively to determine children's interests and establish the next steps in their learning. They plan motivating activities which support children's progress. For example, staff recognise that children enjoy filling containers with small objects and use this activity to promote counting and number recognition. However, on occasion, staff do not fully consider how to implement their intended curriculum outdoors to further enhance children's learning.
- Staff carefully consider how to support children with special educational needs and/or disabilities and children who speak English as an additional language. For example, they use visual aids to help children understand the routines and communicate their choices. Staff are quick to identify any concerns about

children's development. They work with parents and make referrals to outside professionals if needed. This early intervention helps all children to make good progress.

- Children are active learners and acquire a good range of physical skills through their play. For example, children develop strength and coordination as they negotiate climbing apparatus and participate in yoga sessions. They learn to manipulate objects and use simple tools, through activities such as cooking and painting. This provides a strong foundation for children's future learning, including starting to write.
- The nursery is inclusive, and staff value the diverse backgrounds of children attending. They ensure that the resources and activities reflect children's home lives and cultures. Parents are also invited to share experiences, such as a graduation ceremony for children who are starting school.
- Children have excellent opportunities to explore their community. For example, they regularly visit the local sports centre, park and shops with staff. Staff also organise joint events with other local groups, such as a centre for people with learning disabilities. This helps children to develop tolerance and respect for others and prepares them well for life in modern Britain.
- Staff are positive role models and encourage children's good behaviour. For instance, they remind children to say 'please' and to listen when others speak. Children show that they understand the rules and boundaries. They follow the nursery routines and are kind and friendly towards others.
- Parents are positive about the nursery and speak highly of the staff. They are happy with the communication and updates they receive about their children's development. Parents are complimentary about how staff help children settle into the nursery. They report that children quickly develop confidence and learn new skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their roles and responsibilities in keeping children safe. They know how to identify signs of harm and abuse. This includes risks to children from exposure to domestic abuse or extreme views. The manager and staff know the correct procedures to follow should there be concerns about a child's welfare or an adult's conduct. The provider follows effective recruitment and vetting procedures, to help ensure that staff are suitable to work with children. Staff adhere to nursery procedures and carry out effective risk assessments to provide a safe environment for children.

What does the setting need to do to improve?

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

- support staff to strengthen the implementation of the curriculum outdoors to further enhance children's learning.

Setting details

Unique reference number	2579064
Local authority	Harrow
Inspection number	10277695
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	1 to 4
Total number of places	52
Number of children on roll	39
Name of registered person	Little Stars Pre-School Nursery Limited
Registered person unique reference number	2579063
Telephone number	07764443270
Date of previous inspection	2 December 2022

Information about this early years setting

Little Stars Preschool Nursery Ltd registered in 2017. The nursery is based in Harrow, in the London Borough of Harrow. It is open all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. The provider offers funded early education for children aged two, three and four years. There are 11 members of staff, all of whom have early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed a range of learning experiences, indoors and outdoors, to evaluate the quality of education and the impact on children's learning. This included a joint observation with the manager.
- The manager and owner met with the inspector to discuss leadership issues, such as staff recruitment. They ensured that relevant documents were available for the inspector to view.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences. She also took account of parents' written feedback.
- The manager showed the inspector around the nursery premises and discussed the curriculum and how she and staff organise the provision.

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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