

Inspection of Little Superstars Limited

The Community House, Seabrooke Rise, New Road, Grays, Essex RM17 6DR

Inspection date:

26 February 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider does not demonstrate the capacity to improve the quality of the early years provision. They have failed to ensure that the requirements of the 'Statutory framework for the early years foundation stage' are met, despite actions being raised at the two previous inspections. This compromises children's welfare and they do not benefit from a good early years experience.

The quality of education that children receive does not support them to make good progress in their learning. Although staff are able to describe some appropriate learning intentions for children, they do not implement them effectively to ensure children benefit from good-quality learning opportunities. Children are confident to self-select their chosen resources, and some children play cooperatively with their peers. However, the activities staff plan lack focus and are not always meaningful to children. As a result, children, including those with special educational needs and/or disabilities (SEND), do not develop a positive attitude to learning.

Despite these weaknesses, children form close bonds with staff who are familiar to them. Staff are kind, caring and establish secure relationships with them. Most children happily enter the pre-school and staff offer caring support to those who need more help to settle. Staff provide daily opportunities for children to hear stories and sing songs to support their developing language skills. Children generally behave well. Staff speak calmly to them and remind them to share and take turns.

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

- The provider has failed to take sufficient action to identify and address weaknesses. This has a significant impact on the quality of the provision. For example, staff's teaching continues to be weak. Staff supervise rather than interact with children while they play. Furthermore, they do not consistently help children to build on what they can already do or to learn new skills through a well-planned and implemented curriculum.
- The provider does not ensure that staffing arrangements are effective in order to meet children's needs. Although there are enough staff present, they are not always deployed in a way that supports children's learning. This leads to some children being overlooked and left unsupported for long periods of time.
- The arrangements for supporting children with SEND are ineffective and they do not receive enough support to meet their individual needs. There is not enough effort to provide children with experiences tailored to meet their needs and reduce any differences in their progress.
- The provider does not ensure that risk assessment is robust in minimising potential hazards as swiftly as possible. Staff complete daily checks of the pre-

school before children arrive. However, they do not take immediate action to minimise risks during the day, such as when the indoor floor areas are covered with toys and resources, to avoid any accidents. This is not effective in promoting children's health and welfare at all times.

- Staff do not supervise children sufficiently during mealtimes to ensure they are safe when eating. They prioritise other tasks such as clearing up and preparing food, rather than meeting the children's needs. This compromises children's safety and well-being.
- The provider does not spend enough time monitoring teaching to identify and address weaknesses in practice. For example, even though key persons know their children well, some of the next steps they focus on are not matched to children's current stage of development. This means that key persons do not target the children's individual learning needs well enough to help them make good progress from their starting points.
- Children have daily access to physical activities in the pre-school's garden. Staff provide opportunities for them to develop their fine motor skills. For example, children use tools to dig and rake the dirt and sand. They make marks with pencils as they draw portraits of their faces.
- Staff provide children with opportunities to develop their self-care and independence. For example, children have a go at buttering their cracker and pouring their own drinks at snack time. In addition, they are encouraged to wash their hands and put on their coats before playing outside.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
develop the curriculum to ensure that it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	25/04/2025

improve the arrangements for supporting children with special educational needs and/or disabilities so that any emerging concerns about a child's development are acted on	25/04/2025
provide staff with effective supervision, which includes identifying and supporting staff to access training, coaching and professional development opportunities, so that they fully understand their role and responsibilities	25/04/2025
improve staff deployment to ensure the needs of all children are met	25/04/2025
ensure children are adequately supervised while eating	25/04/2025
improve risk assessment to identify any hazards and ensure that these hazards are removed or minimised, with particular regard to the indoor play spaces.	25/04/2025

Setting details

Unique reference number	2713527
Local authority	Thurrock
Inspection number	10339051
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Little Superstars Limited
Registered person unique reference number	2713528
Telephone number	07305394875
Date of previous inspection	5 March 2024

Information about this early years setting

Little Superstars Limited registered in 2022 and is located in Grays, Essex. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during school term time. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke with the inspector at appropriate times during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, and assessed the impact this has on children's learning.
- The manager and inspector completed a joint observation, and evaluated it together.
- Children spoke to the inspector about what they were doing in the pre-school.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation, including the suitability checks of all adults working in the pre-school.

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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