

Inspection of Little Stars Preschool

Hythe and Dibden Community Centre, Hythe, Southampton, Hampshire SO45 6DU

Inspection date: 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

There have been significant improvements to the provision since the last inspection. Staff have worked tirelessly to improve outcomes for children, including developing their understanding of children's learning and development.

Staff are warm and welcoming as children come in. They support children who then confidently select the resources they would like to play with. Staff have improved their management of behaviour. As a result, children understand and, overall, follow the golden rules of the provision, such as using 'kind hands' and 'listening ears'. Children play cooperatively with each other and are keen to include others in their play.

Staff sing and read with children throughout the day. Children actively engage with staff as they do, and this helps develop children's communication skills as well as their love of reading. Children adore using the new garden space. Staff have worked hard to provide children with a space to explore and be curious about the world around them. For example, staff encourage children to go on bug hunts in the garden and to look through their checklists to see what they have found. In addition, children learn about the world and their community around them through regular outings, such as trips to the local library. They have also developed strong partnerships with the local fruit and vegetable stallholder as well as the local retirement volunteers who visit the setting regularly.

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

- Leaders have made significant improvements in their understanding of the curriculum. There is now an ambitious curriculum in place that builds on what children know and can do and is designed with the children in mind. This helps children to make good progress in their learning and development.
- Leaders have a good oversight of the provision and staff performance. They now provide regular feedback to staff about their performance. However, the arrangements for supporting and training staff are still not fully robust to ensure that all staff are consistent in their teaching and their understanding of the curriculum and how to implement this.
- Children with special educational needs and/or disabilities (SEND) now have their needs met well. Staff have attended training to develop their knowledge of supporting children with SEND. Leaders ensure that prompt referrals are made to relevant local professional agencies, such as speech and language therapy, when needed. They also ensure that children have plans in place to support their learning and development. However, some staff do not yet fully understand the individualised education plans that children are working on to ensure all children experience fully consistent support.

- Staff have developed their understanding of the role of the key person. They recognise the role they play in supporting children's learning and development. There are clear bonds between children and their key person. Children actively go to their key person for reassurance throughout the day when needed before happily going off to play.
- Staff skilfully introduce literacy into everyday routines. For example, children are encouraged to help write and then read the shopping list for their trip to the supermarket. Children excitedly recall the different items on the list as they refer to it while shopping. This helps develop children's early writing and reading skills.
- Staff have built strong partnerships with local schools to support children's transitions to school. This helps children to be prepared for their next stage in learning, as staff know the children very well and what support they will need to flourish at school. Leaders have also used these partnerships to develop an understanding of the skills children may need to learn before starting their local school. For example, following feedback from local schools, staff are developing children's independence skills, such as being able to put on their shoes and coats.
- Parents note that they have seen a vast change in the pre-school since the last inspection. They note that they now feel part of the pre-school and understand what children are learning and what they are working on next.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen arrangements for supporting staff to further improve the consistency of teaching and their understanding of the curriculum
- embed fully the new processes for supporting children with SEND.

Setting details

Unique reference number	2752665
Local authority	Hampshire
Inspection number	10401489
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	Planet Kids Community Interest Company
Registered person unique reference number	RP903133
Telephone number	07710956989
Date of previous inspection	18 March 2025

Information about this early years setting

Little Stars Preschool registered in September 2023. It is situated in Hythe, Southampton, Hampshire. It is open Monday to Friday from 8.45am to 3.15pm, term time only. The pre-school provides funded early years education for children aged two, three and four years. There are currently seven members of staff working with children, all of whom are qualified to level 2 and above.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with leaders, managers and staff during the inspection.
- The nominated individual and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector.

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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