

Little Stars Pre-School

Village Hall, Crowberry Lane, Barton under Needwood, Burton-on-Trent, Staffordshire, DE13 8AF

Inspection date

13/01/2015

Previous inspection date

18/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are provided with a wide range of activities and experiences, which build upon their interests and abilities. Teaching is good and, therefore, children make good progress.
- Partnerships with parents are effective. Staff and parents work together to ensure children's learning and development are fully supported, so that children make good progress.
- The key-person system works effectively to build secure and trusting relationships with children and parents. This supports children's emotional well-being as they feel safe and secure in the setting and display positive relationships towards others.
- The implementation of comprehensive policies and procedures ensure that children are protected from harm and kept safe in secure premises.
- The management partnership is enthusiastic and committed to continually developing the provision and improving outcomes for children. They have good relationships with external agencies and strong community links.

It is not yet outstanding because

- Opportunities to provide children with activities to solve problems and further extend children's mathematical understanding are not fully incorporated into everyday routines.
- Skills and resources to support children's mark making and early stages of writing are not fully enhanced.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main room inside and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with both managers.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff and their self-evaluation documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and those included in parental questionnaires.

Inspector

Dawn Robinson

Full report

Information about the setting

The Little Stars Pre-school was registered in 2005 and is run as a partnership. It is on the Early Years Register. It is situated in Barton-under-Needwood, Staffordshire. The pre-school serves the local area and is accessible to all children. It operates from the main room within the village hall and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are Monday and Tuesday, from 9.15am until 3pm, Wednesday and Thursday, from 9.15am until 11.45am, and sessions on a Friday are from 9.15am until 1pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend children's mathematical development and understanding by providing problem solving activities, for example, through every day routines, such as snack time
- build on the activities to develop children's early writing skills by providing more resources to inspire all children to make marks, and support children by further developing the physical skills required to be able to manipulate tools with increasing accuracy.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff at this warm and welcoming pre-school have a clear understanding of how children learn. They have a comprehensive knowledge of the Early Years Foundation Stage and know their key children well. As a result, children make good progress and are well cared for in this stimulating learning environment. Staff form effective relationships with parents and children from the start by gathering a wealth of information. They use this to identify starting points based on the individual needs and interests of the children. Each child has a book containing their learning journey, which is made up of observations, photographs and assessments. These are linked to the areas of learning and provide information about the characteristics of effective learning displayed by the child. The information gathered is used to track children's progress and to plan for their next steps in learning. A wide range

of activities are provided based on the children's interests, and these build on children's existing knowledge and skills. Children are able to independently access purposeful play activities and resources. Throughout the session, there are opportunities for children to request alternative resources, which are stored in another area. Adult-led activities are adapted to meet the needs of individual children. Consequently, children enjoy learning and are well prepared and motivated for the next steps in their learning, including starting school.

The quality of teaching is good as staff interact with the children developing their communication and language, and asking a wide range of questions to extend their learning. They select themes to support children's individual needs and interests. For example, boys show an interest in 'superheroes', which staff use to encourage them to make marks and write. As a result, boys actively engage in making marks as they draw their superhero or treasure map. Children have opportunities to make marks using the writing table. They are able to access a range of tools and equipment to enable them to display their own work. For example, children independently create holes in their pictures, using a hole-punch. They thread string through the hole in order to hang their work in the superhero role-play area. However, there is scope to further develop activities and resources to enable children to improve the strength in their fingers and manipulate tools with more accuracy. This means that children will become more confident and accurate in their mark making. Children learn to listen carefully and follow instructions throughout the session. Registration provides time for children to say numbers in order as they chant how many children are in attendance. However, opportunities to further develop their understanding of using numbers to solve simple problems during every day routines and activities are missed. For example, by asking children to count the number of boys or girls and work out which group has more or less. Children enjoy making gingerbread superheroes. Staff encourage children to use their senses to explore the ingredients before manipulating the mixture and using tools to roll and cut out the desired shapes. They talk about the texture and staff use these discussions to extend children's vocabulary. Children are taught about areas of danger in the kitchen as their superheroes are placed in the hot oven. As a result, children learn about keeping safe in the kitchen. A castle and small world figures allow the children to use their imagination. They send their hand held knights into battle or slide them down planks of wood from the turrets to escape from the castle. Staff demonstrate how to use a newly acquired piece of technology. This is welcomed with enthusiasm by the children. Children are asked questions about why and how they are sorting objects by type or colour. This provides opportunities for children to explain their reasoning. As a result, children are supported in their mathematical development and in their ability to use ICT hardware. There is an attractive book area with a wide range of good quality books to support their early reading skills. Staff read stories to the children with enthusiasm. They interact with the children, making the story interesting and extending their learning through questions. Regular trips to the local library provide further opportunities to develop a passion for books and an enjoyment of reading. Outside, children join in a treasure hunt, listening to instructions, collecting objects and scoring points. They develop their coordination as they play with bats and balls, hoops, wheeled toys and a see-saw. Children learn about the natural world as they grow flowers, fruit and vegetables and go pond dipping at the local marina. Staff provide opportunities for children to learn about the similarities and differences between themselves and others. They celebrate a range of festivals throughout the year, and invite

family members from different cultural backgrounds to talk to the children about their traditions. Staff ensure that children whose first language is not English are well supported, in order to reach a good standard in English language.

Children with identified special educational needs and/or disabilities are supported very effectively because staff meet regularly with parents and external professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development. All parents regularly meet with their child's key person to discuss their progress. They contribute to their child's learning journal with details of the achievements or experiences their child has had at home. The progress check for children aged between two and three years of age is completed and shared with parents in time for the child's health review.

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

A well organised settling-in period allows parents and their child to become familiar with the pre-school. The key person uses this time to get to know them well and gather information about the child's care needs. This established key-person system enables children to feel safe and secure. Children have opportunities to sit in their colour coordinated key-person group for activities or snack. This provides valuable time for children to further develop a close relationship with their key person. The pre-school shares strong links with other settings children attend. There is regular sharing of information to ensure continuity in the child's care and education. Children behave well and quickly become familiar with the routines and expectations of the pre-school. Children are confident to ask for help and respond positively during routine activities, such as tidying away. Staff praise children for their efforts and encourage them to share and take turns. As a result, children learn to negotiate and cooperate with each other and they grow in confidence and self-esteem.

Children have regular opportunities to play in the enclosed outside area. Risk assessments are routinely carried out by staff, which includes daily visual checks of the premises. For example, they ensure the outside gates are locked. A good, secure system allows only authorised personnel through the door into the pre-school, and staff ensure children are always well-supervised. Children are reminded about staying safe as they play with bats and balls outside and run around. Regular fire drills teach children how to stay safe in an emergency. As a result, the setting provides a safe and secure environment. Children are provided with a choice of healthy snacks. Parents are asked to supply information about any allergies, so that the food provided is suitable and safe for all children to eat. Staff operate different systems for snack time based on the needs of the children attending. On some days they provide a snack bar style system, where children are able to access their snack independently, pouring their own drinks and peeling and cutting their own fruit. On other days, the tables are prepared by staff and snack time is more structured. However, there are missed opportunities to use this time to extend children's learning. For example, children are not encouraged to count out plates for children and identify if they have enough or need more. As a result, children are not encouraged to solve practical problems

through everyday activities. Children staying at mid-day bring their own packed lunch. They use baby wipes to clean their hands before snack and lunch. Children are taught to wash their hands when they use the toilet. As a result, children learn how to stay healthy.

Staff encourage children to find and put on their own coats for outdoor play. Resources are easily accessible for children indoors and outdoors. This supports their independence ready for school. There is a well-organised transition between the setting and school. This includes the sharing of information, visits by school staff to the pre-school and children visiting their new school. There is a transition bag which contains items of school uniform, books and resources which can be used as discussion points with the children. Close links with other local providers and schools ensures that transitions are a positive experience for the children.

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

Leadership and management are strong. There are good systems in place for safeguarding the children in their care. Staff have received training on child protection. They are knowledgeable about the procedures they must follow if they have any concerns about a child. These are clearly outlined in the pre-school's safeguarding policy. There is a strong partnership with the relevant agencies to ensure children's ongoing well-being and protection is maintained effectively. Staff are trained in paediatric first aid and deployed effectively to ensure children are kept safe at all times. Systems are in place for the administration of any medication and dealing with accidents. Recruitment procedures are good and, together with background checks, performance management procedures and team meetings make sure that staff remain suitable for their roles. Written policies and procedures support their work. This means that children are as safe as possible during their time at the pre-school.

The management team are enthusiastic and committed to the continuous improvement of the pre-school. They continually reflect and evaluate, searching for more effective systems to monitor the impact of any changes to their practice following training or research. Managers take into account the views of staff, parents, children and other professionals. Parents are invited to regular meetings to share their views. Parent questionnaires are completed by the majority of parents and the pre-school is swift to take action on any suggestions made. The managers and staff are knowledgeable about the learning and development requirements. They ensure that all areas of learning are covered. There are effective systems in place to record observations and assessments. These are monitored by the managers to ensure all children make good progress and their individual learning needs are met. Any gaps in children's progress are identified and parents consulted.

Parents offer very positive feedback about the pre-school. They comment on the good progress their children have made and highlight the pre-school's positive involvement in the local community. For example, the children attend harvest festival at the local church and join in with community cohesion events. Parents receive regular newsletters to ensure that they are kept informed about what is happening in the pre-school and of the activities

provided. Partnerships with other providers and external professionals are well-established and mean that children's individual learning and development needs are met.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY315147
Local authority	Staffordshire
Inspection number	862187
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	42
Name of provider	Little Stars Partnership
Date of previous inspection	18/06/2009
Telephone number	07875948503

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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