

# Cherbourg's Little Stars

Inspection report for early years provision

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**Unique reference number** EY367858  
**Inspection date** 11/11/2008  
**Inspector** Jacqueline Munden

**Setting address** Emmanuel Hall, Cherbourg Road, Eastleigh, Hampshire,  
SO50 5HU

**Telephone number** 02380 629077

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Cherbourg's Little Stars pre-school is run by a voluntary management committee. It opened in 2008 and operates from The Emmanuel Hall in Eastleigh, Hampshire. The setting is accessible via a ramp. Children access a secure outdoor play area in a neighbouring school.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children in the early years age group at any one time. It is the setting's policy not to take children under the age of two and a half years. There are currently 54 children on roll. The pre-school is registered to accept nursery funding.

The pre-school is open each weekday morning from 09.00 to 11.30, and on Monday, Tuesday, Thursday and Friday afternoons from 12.30 to 15.00, during term time only. The pre-school employs five staff. Four members of staff hold appropriate childcare qualifications and one is working towards a qualification.

## Overall effectiveness of the early years provision

Children are well safeguarded and their individual needs are met because staff know the children well and work to promote an inclusive environment. The general organisation of the setting is still being developed and some systems do not always ensure children's learning, development and welfare are fully promoted. Staff are in the process of attaining suitable qualifications to meet regulations and to support children with specific needs. However, their willingness to use agency staff and the mentoring from others ensures children are generally supported appropriately. Management and staff have begun to evaluate the provision and demonstrate a suitable capacity to ensure ongoing improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure suitable resources and equipment are always available to meet the age and development levels of children to promote their learning in all areas
- continue to develop procedures used for assessment and planning, which build on children's starting points, interests and abilities to ensure that they are all progressing to the next steps in their learning, and share these with parents
- ensure all staff manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs, and help children learn to respect and value others
- continue to develop systems used to monitor and evaluate all aspects of the provision, including those regarding staff appraisal and arrangements for ensuring suitable staff are in place at all times.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the required number of appropriately qualified staff are present at all times (Suitable people) 12/11/2008

## **The leadership and management of the early years provision**

The management committee and staff have a clear understanding of the requirements for registration and work very well together. They demonstrate a commitment to increasing their own skills and improving the setting. They recognise the need to further develop methods used for evaluating and monitoring some aspects of the provision. For example, they have yet to implement the planned staff appraisal system that will help to identify staff training needs, such as in behaviour management.

Most staff are in the process of working towards relevant qualifications and agency staff are used to cover when needed. However, procedures must ensure that the minimum numbers of qualified staff are always present at all times.

Staff work closely with other professionals and have connections with another setting that acts as a mentor; it helps ensure all children are included and that children with additional needs are appropriately supported until a member of staff completes relevant training. Staff have begun to accurately identify some areas for improvement. They draw up action plans and take steps to improve children's care and learning. For example, the book corner has been moved to make it more accessible, comfortable seating has been provided and the books are now displayed well. As a result, children are seen to make good use of the area as they enjoy looking at books alone or sharing them with others. Staff are about to implement a new assessment and planning system and to share the records with parents. Parents report they are happy with the care and education their children receive. They feel they are kept well informed about what children do on a day to day basis through discussion and a notice board. The board shows activities that children have taken part in throughout the session, for example, construction, creative play and what they ate at snack time. Effective systems ensure children are safe and healthy.

## **The quality and standards of the early years provision**

Children are happy and settled as they move around and use the different areas of play. They access a generally suitable range of resources although the range of puzzles does not always present a challenge to some and the writing table is not always made inviting to attract children's interest. Some staff have a good understanding of the early learning goals. They are interested in what children do and provide a suitable range of activities to promote their learning. For example, children playing with cars are given a long cardboard tube, they explore and learn to tilt the tube if they want the car to come out. Learning is promoted in daily routines, for example, at snack time, when number cards inform children they can take two pieces of apple and one scoop of raisins at a time. Staff make a good effort to

ensure children have regular opportunities to play and learn outdoors. Children feel valued as their ideas are used. For example, a child has previously said they wanted to cook which is included in the plans for this week. In small groups they weigh, mix and bake small cakes; when cooled, they decorate them, before taking them home to share with their families. Staff take some good measures to ensure all children are involved in the pre-school. Dual language books are available and less confident, quiet children are encouraged to take part in activities. Staff know the children well. However, few formal observations are made and information is not used to identify the children's next steps in learning or to track their progress effectively. As a result, the planned curriculum is general and does not reflect the needs of individual children to maximise their progress. Children show high levels of independence as they put on their own aprons for art work and pour their own drinks. Most children behave well as they learn to respect and consider others. However, some do not receive appropriate support to do this.

Children are kept healthy and safe. They learn the importance of the clear hygiene routines they follow when preparing for snack time and learn about healthy eating as they talk about the fruit they eat. Children are well supported by the staff, who carry out daily visual risk assessments on the premises and equipment. They also learn how to keep themselves safe as they follow the effective procedure for travelling to and from the neighbouring school playground and take part in regular fire drills.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.