

Little Stars Pre-School

Inspection report for early years provision

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| Unique reference number | 251594 |
| Inspection date | 12/02/2009 |
| Inspector | Glenda Kathleen Field |
| Setting address | Kirkley Sports & Social Club, Recreation Ground, Walmer Road, Lowestoft, Suffolk, NR33 7LE |
| Telephone number | 07926054096 |
| Email | L.starspreschool@aol.com |
| 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

Little Stars is a privately run pre-school group. It opened under its present management in January 2001 and operates from a large hall in a community centre situated on the outskirts of Lowestoft, Suffolk. There is level access to the provision. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday during term times from 09.15 to 11.45 and Tuesday and Friday afternoons 12.30 until 15.00. All children share access to a secure enclosed outdoor play area.

There are currently 50 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The provision is registered on the Early Years Register. The pre-school is in receipt of funding for nursery education. There are six members of staff of whom all hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in the pre-school as staff know their individual needs and interests well. The staff team have self-evaluation processes in place to monitor the strengths and areas for improvement of the setting and are in the early stages of recording this information. The pre-school has made continuous improvements since the last inspection. Partnership with parents is strong and ensures good relationships are promoted which results in children making good progress.

What steps need to be taken to improve provision further?

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

- review the positioning of the drinking water and beakers to ensure ease of access for all children
- develop a culture of reflective practice and self-evaluation to identify the strengths and priorities for development that will improve the quality of provision for all children
- make available to parents a written log of complaints and their outcome

The leadership and management of the early years provision

Robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff have a good understanding of safeguarding children and know the procedures to follow if they had any concerns. Most required documentation is maintained. A clear complaints procedure is in place and shared with parents, however, a log of complaints, for parents to view if they request, is not in place. Risk assessments are conducted and reviewed regularly to ensure hazards to children within the premises and when outdoors are eliminated.

The staff team work very well together to provide a stimulating learning environment. They meet regularly to discuss planning of the curriculum and ensure important information is shared. All staff have access to further training courses to keep themselves updated and extend their skills.

Partnership with parents is good. They are welcomed into the setting each day and staff are available to share any information. Children's individual portfolios are always available for parents to view if they wish to. More formal meetings are held regularly to discuss a child's progress in more depth with the key person which keeps parents informed about their child's learning and gives ideas on how learning can be extended at home. Parents complete questionnaires which ask for their comments and suggestions for improvements to the service provided; all responses have been positive. The setting has implemented a system of sharing information with other settings delivering the Early Years Foundation Stage to promote progression and continuity of care.

The quality and standards of the early years provision

The staff team have a good understanding of the Early Years Foundation Stage (EYFS), which means that they are confident in the delivery of the curriculum and support children's learning well. Children are very happy and settled within the setting. Staff are very aware of the needs of new children settling in and give them continuous support to help them feel secure. The hall is well-organised and encourages children to develop their independence and move freely from one activity to another.

Staff work directly with the children, encouraging their learning all the time. They ask children appropriate questions to make them think and extend their vocabulary further. For example, 'What has the spider been making?' and 'What fruit did we eat at snack time that the hungry caterpillar had to eat?'. Children take part in large group times everyday where they have time to discuss any ideas or share their thoughts or feelings. For example, children bring items from home to share with staff and other children at the pre-school. They have story time in the large group and staff ensure that all children are able to view and enjoy the story. For example, staff use sign language for children with hearing impairments.

Children have daily planned opportunities to go outdoors or use the indoor hall if the weather is not suitable. They have a good range of outdoor play equipment and children help themselves to resources such as balls and mega blocks. They enjoy running around, using the slide and tunnel and riding on the cars and bikes. Children experience a range of activities to encourage their development, with lots of mathematical learning throughout such as wooden blocks, shape sorters and an abacus which children use to sort and count. Accompanying these is a large paper number line for children to refer to during their play. A well-resourced writing area is available. Items such as pads, paper, card, hole punches, pencils, name cards, alphabet and number shapes are all freely accessible to children. A post box for children to 'post' their letters is displayed within the writing area. Children use

writing resources at other designated areas within the hall, for example, at the role play area.

All staff take part in the planning of topics and themes which covers all six areas of the curriculum. They also take into account children's interests, and activities are evaluated to ensure the learning intentions were achieved. Observations are made and the assessment of children's skills and planning of activities are effectively linked to ensure each child receives further challenging learning experiences. Staff support children with additional needs, for example, children with hearing difficulties are supported by staff able to use sign language. Signs and picture symbols throughout the setting also assist with communication skills.

The pre-school promotes a healthy eating lifestyle. Children are provided with drinks of water or milk and various healthy snacks. However, the positioning of the drinking water available throughout the sessions does not enable all children to access it independently. Children cover topics on health and learn about why healthy food is important for the body. They learn about keeping safe and take part in fire drills which ensures children know how to keep themselves safe in an emergency.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| 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? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| 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? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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

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 the last inspection.

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.