

# Little Stars @ Bourne Pre-School

Inspection report for early years provision

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**Unique reference number** EY377192  
**Inspection date** 13/03/2009  
**Inspector** Heidi Abernethy

**Setting address** The Bourne Community College, Park Road, EMSWORTH,  
Hampshire, PO10 8PJ  
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**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

The pre-school was registered under the present owner in 2008. It operates from the youth wing building in the grounds of Bourne College, Southbourne. The group is privately owned by a qualified teacher, and she works in the group with a qualified manager. The pre-school is currently open Monday, Wednesday, Thursday and Friday mornings 09:00 to 11:30 and Wednesday afternoons 13:00 to 15:30. The pre-school has plans to offer more sessions from September 2009. Lunch club is offered on Wednesdays between 11:30 and 13:00.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 24 children aged from two years to under-five years on roll, some in part-time places. The pre-school currently supports children with learning difficulties and/or disabilities and English as an additional language.

There are five members of staff, who hold appropriate early years qualifications. The pre-school has a volunteer who is currently working towards her Level 2 qualification. The pre-school provides funded early education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The management and staff team work well together to ensure good quality provision is provided to children and their families. The team work exceptionally well in partnership with parents and other agencies to ensure children's needs are effectively met and they are given the additional support they need. Good self-evaluation systems for the monitoring of all aspects of the provision are in place. This ensures areas for development are well-targeted and have a positive impact in bringing about improvement to the provision and nursery practice.

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

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

- continue to develop the outside area providing children further opportunities to free-flow between the inside and outside to enable them to use their senses, be physically active and exuberant across all areas of learning
- provide further opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology to support their learning.

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

- obtain written parental permission to seek or gain emergency medical advice or treatment for all

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children.

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

A good set of policies and procedures are in place clearly showing how they link to the requirements of the Early Years Foundation Stage (EYFS). These are shared with parents to ensure they are extremely well informed. Children's welfare is safeguarded well because the team all have a good understanding of child protection procedures. The setting have devised required parental permissions such as for outings and to take photographs. However, although forms to seek or gain emergency medical advice or treatment have been devised, these have not yet been signed by the parents. This does not ensure children are treated without delay in an emergency.

The special needs co-ordinator (SENCO) has a secure knowledge of her job role and the team work very effectively with parents and outside agencies. The SENCO works with the team ensuring they all have a thorough understanding of actions and strategies to continue with the children. This ensures consistency is achieved. The pre-school have established systems with other early years providers to obtain information about children's learning and progress. This impacts greatly on the children because providers have a shared knowledge about their learning and development. Staff communicate with parents verbally everyday and provide them with written information within the children's home link books. Parents have opportunities to communicate with their child's key worker at termly parents consultations and are encouraged to contribute comments into their child's individual learning journals.

Staff views are obtained at regular meetings and the staff team all contribute ideas into the pre-schools self evaluation. Parents views are obtained through verbal communications and written within the parents suggestion book. For example, the setting have now introduced a lunch session once a week at the request of the parents. The staff team all attend regular training and are keen to attend further childcare training. This feeds into the continuous improvement of the pre-school.

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

Children arrive happily and separate from their main carer well. Staff welcome and greet them on arrival, asking them about what they have been doing at home. They interact at the children's level, listening and responding to what they say. This ensures children feel valued for what they say and do. Children's needs are well met because they are cared for by experienced and qualified staff. They have a lovely time interacting to familiar music such as 'Sticky Kids' and giggle excitedly as they swing their arms and bend their knees. Staff enthusiastically join in, encouraging and helping children with the actions to the songs.

The pre-school have good systems of observation and assessment in place. This ensures each child's progress is tracked and their individual next steps in learning

identified. Staff use this information to feed into the future planning of activities. Structured group times are planned and staff show how these are differentiated for the different ages and stages of the children.

Children learn about quantities of number through visual pictures and objects. This is extended for older children who begin to identify written numerals and link these to the visual quantity of objects and pictures. Lots of positive praise and encouragement is given to the children which in turn boosts their self-esteem and confidence. Children explore information technology through some resources such as shop tills and remote-control cars. However, opportunities for them to engage with a wide range of everyday technology objects and explore and use a computer are not fully promoted. The pre-school have identified this as an area of development within their self-evaluation systems.

Children attend the setting who have English as an additional language. They have opportunities to use their home language within their play and staff talk about each child's home cultures and the countries they come from. Children have a wonderful time as they create their own letters and visit the post office where they purchase stamps and post their letter in the box. Children with English as an additional language also write letters to send to their grandparents living in the countries where they originate from. Staff extend children's learning and talk to them about the different stamps required to send letters to different countries.

Children have opportunities to play within the pre-school garden during each session. They move in toy cars and explore sand within the sand tray. However, opportunities for children to free-flow on a regular basis are not fully promoted and the garden area is not as effectively organised in ensuring children are able to access all areas of learning. The management have successfully identified this as an area of improvement within their processes of self-evaluation.

Children obtain a very good understanding about how to manage their own safety. They use child sized lollipops and role-play when it is safe to cross the path they have turned into a road. Staff talk to children about the boundaries in the garden such as not going past the picket fence. This equips them with the tools to manage their own safety. They show a good understanding about the clothing they need to wear to go outside, such as Wellington boots and coats.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
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>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
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](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.