

# Shining Stars

Inspection report for early years provision

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<b>Unique reference number</b>	EY387337
<b>Inspection date</b>	19/05/2009
<b>Inspector</b>	Ferroza Saiyed

<b>Setting address</b>	Institute for Vocational Education & Training, 6 Randal Street, BLACKBURN, BB1 7EG
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<b>Type of setting</b>	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 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

Shining Stars is one of three pre-schools privately owned by the registered provider. It has been registered since 2009 and operates from the ground floor of premises close to the centre of Blackburn, Lancashire. The building is accessible to disabled people and there is an accessible toilet. The setting has sole use of the pre-school room with the kitchen, toilets and storage facilities. There is no outdoor play area on the premises, however, the children are taken out to the local play area everyday.

The setting is registered on the Early Years Register for a total of 47 children aged from two to five years. There are currently 44 children on roll, this includes 35 funded children. The setting operates on a daily basis, term-time only. Sessions are held in the morning from 08.45 to 11.45 and from 12.30 to 15.30. The setting supports children with English as an additional language.

There is a manager employed who is qualified and four staff with appropriate early years qualifications and considerable experience.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare is suitably promoted in well maintained and welcoming premises. The needs of individual children are met because the staff recognise the uniqueness of each child. Children have access to a suitable range of activities that cover most areas of learning. The staff have a basic understanding of the Early Years Foundation Stage. Partnerships with parents are sufficient though they are not fully included in the learning and development of their child. The staff are beginning to make use of self-evaluation to maintain continuous improvement and have identified areas for further development.

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

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

- continue to develop knowledge and understanding of the early learning goals to provide opportunity for children to experience a challenging and enjoyable programme of learning and development
- improve observations and assessments of each child's interests and learning style and use these to identify next steps, and involve parents more fully as part of the ongoing observation and assessment process
- consistently share with parents information about the setting and the policies and procedures, for example, the safeguarding children policy and the complaint policy
- provide more opportunities for children to explore and experience natural resources and for them to enjoy books which have familiar words and simple sentences to support their development.

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

- keep written records of complaints from parents and their outcome (Safeguarding and welfare).

29/05/2009

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

The staff have a suitable range of written policies and procedures in place to safeguard the welfare of all children. Almost all required documentation is in place and stored effectively to promote confidentiality. Written procedures for dealing with concerns and complaints are available, however, the outcome of the complaint log is not available to parents on request. This is a legal requirement. The staff have a clear understanding of the signs and symptoms of abuse and are aware of the procedures to follow should they have any concerns. Visual checks of all areas inside and outside of the setting are carried out to ensure the space remains safe for children and written risk assessments are in place. The practising of regular fire drills and discussion with children about road safety helps to raise children's awareness of keeping themselves safe. For example, when on an outing, children immediately hold an adults hand as they approach the road.

Suitable procedures are in place to promote partnerships with parents, however, they do not receive adequate information about the setting, including relevant policies and procedures. Staff keep parents up to date about their child's care and learning through verbal feedback on a daily basis, but they are not sufficiently encouraged to be involved in supporting their children's learning and development. Staff invite parents and children for introductory sessions and gather relevant information required to meet the children's individual needs, such as cultural, linguistic, dietary and health requirements and children's starting points in relation to their learning and development. Staff understand the importance of working closely with other organisations to promote continuity of care and learning for all children.

The manager has a clear vision for further development and improvement, which have the most impact on improving outcomes for children. This is evidenced through the self-evaluation of the setting's strengths and weaknesses. The setting use staff skills in various languages to help the children to feel included and valued. Space is used well as staff organise the setting to be welcoming. Children choose where they wish to be and explore their surroundings. They are able to access resources from low-level storage, which sufficiently supports children's learning and development. However, opportunities for children to experience natural resources and for them to enjoy books which have familiar words and simple sentences to support their development are limited.

## The quality and standards of the early years provision

Staff have an understanding of the Early Years Foundation Stage and the importance of play for children's learning. Therefore, children are making steady progress in their learning and development. However, staff do not have appropriate plans in place for all activities, therefore children do not benefit from a suitable range of activities which cover all areas of learning. Children are happy and secure in their environment because staff are warm and friendly. The setting is furnished with an adequate range of equipment to provide children with suitable challenges and meet their daily needs. Information about the children is sought from their parents, and observations of the children during their play are starting to be used. These are beginning to be transferred into files to plot the children's learning journey. However, the assessment and recording systems for children's learning journeys are still in their infancy and the planning for each individual child's unique needs and next steps for learning is not yet fully secure. That said, children are lively and enthusiastic. They enjoy their play with purpose, happily experimenting with junk modelling and playing with their peers as they recreate experiences from home whilst in the role play area. They demonstrate sheer pleasure as they go shopping and make food for staff and their friends.

Children initiate their own learning competently as they make choices from the range of resources and activities. Children enjoy adult company, especially listening attentively to stories and talking about home during circle times. This practice, alongside staff supporting children's learning when required, contributes to promoting children's confidence and self-esteem. The learning environment is stimulating with displays of children's work, reflecting the range of opportunities within the setting. Children thoroughly enjoy creative experiences and use their imaginations well through role play as they act out stories, for example, the story of 'Jack and the Beanstalk'. Children use their developing language skills confidently and enjoy talking to each other and expressing their ideas. They ask how, what and why questions of the staff and actively seek information regarding their play.

Children learn to keep themselves safe through gentle reminders from staff not to run in the setting, to be careful when on outings and are encouraged to help tidy up to keep the space safe. Children learn about fire safety because regular opportunities for fire drills take place, which means children are familiar with the evacuation procedure. Children's physical development is adequately addressed. Regular outings to the local play area provide sufficient opportunities for children to access small and large apparatus to develop their large motor skills. Children show a good sense of space and bodily awareness; they know the need to rest after using the climbing frame as one child informed the inspector 'I am tired'. They practise their fine motor skills as they readily use scissors and small tools with confidence and skill, increasing their hand-eye coordination. Staff understand the importance of a healthy diet and parents' wishes are fully considered so that children's individual health and dietary needs are met appropriately. Snack times are relaxed and sociable occasions as they sit and talk about what food makes you strong and is good for you.

Staff demonstrate a positive attitude towards inclusion and they are aware of children's individual needs. They promote this in their practice to overcome barriers in relation to children's achievements, by talking to children in their own language if they do not understand. There is a wide range of resources, pictures and books which reflect positive images of diversity and help children to learn to respect others. Staff have a good understanding of techniques to manage behaviour and give regular praise and encouragement to promote positive behaviour. Children are developing skills that will contribute to their future economic well-being. For example, they have opportunities to develop their information, communication and technology skills and to question how and why things work. They are eager to use programmable toys and they become increasingly confident in using interactive resources.

## 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?	2
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?	3

### 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?	3
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?	2

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