

Pre-School Stars

Inspection report for early years provision

Unique reference number 105637
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Inspector Joanne Graham

Setting address Cippenham Community Centre, Earls Lane, Cippenham,
Slough, Berkshire, SL1 5DJ

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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 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

Pre-School Stars registered in 2002 and is on the Early Years Register. It is situated in Cippenham, near Slough, Berkshire and operates from one main room, with occasional access to a second room. The provision has facilities to accommodate disabilities and has the use of the outside play area. A maximum of 26 children from 2 years to the end of the early years age group may attend the pre-school at any one time. The pre-school is open Monday to Friday between 09.15 and 14.45, term time only.

There are currently 49 children on roll. Of these, 30 children receive funding for nursery education. The group serves the local community in Cippenham. The pre-school currently supports children who speak English as an additional language and children with learning difficulties and disabilities.

The pre-school employs eight staff and all hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting effectively promotes and supports inclusion as they recognise, value and respect the uniqueness of each child. Children are happy, settled and comfortable to self-select and engage in their chosen activities and staff support them well with their choice making. Staff are proactive in safeguarding children and they closely monitor who enter the premises. Relationships with parents and other professionals actively increase continuity of care and learning for the children. Staff have a positive attitude to monitor and develop their practice.

What steps need to be taken to improve provision further?

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

- ensure children's records of achievements and assessments are consistently maintained and contain sufficient detail for all children
- continue to develop and update some paperwork to reflect recent changes and to develop self-evaluation systems

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

- make sure risk assessments are completed for all outings (Safeguarding and promoting children's welfare)

24/07/2009

The leadership and management of the early years provision

The manager actively supports and encourages staff training and identifies development needs through observing staff's practices and the staff appraisal process. The setting is developing their self-evaluation process and staff are becoming more reflective about their ways of working; however, these systems are in their infancy. The written risk assessments are specific for the setting and updated annually, although risk assessments for outings are not recorded. Daily checks are completed for inside and outdoors and these are accurately noted. Parental written consent safeguards children's well-being and all documentation is completed at the point of registering to the setting. Written policies and procedures are in place and support staff in their working practices, although some contain out of date information.

Regular evacuation drills are carried out and details recorded in a fire log of any problems encountered and how they were resolved. This reinforces procedures for staff and children. Staff have a good understanding of signs and symptoms of abuse and neglect as they attend regular training and they are aware of the procedures to follow if they have concerns. This safeguards children's welfare.

Staff build up strong relationships with parents and keep them updated about their child's day, achievements and progress through daily verbal communication and in some cases, written daily books. Staff complete annual written reports for parents about their child's developmental learning. Staff have a good understanding of the children's family context and home languages, enabling the parents and children to feel a sense of belonging. Regulatory documentation is completed prior to the child starting and these are stored securely to maintain confidentiality.

The quality and standards of the early years provision

The premises are clean, adequately ventilated and well lit. Children follow good hygiene procedures, such as washing their hands before snacks and after using the toilet and know to dispose of used tissues in the lidded bin. There is adequate space to give scope for free movement and well spread activities; children are able to move around comfortably and to freely go into the outside area. Children confidently self-select their chosen activities and staff extend the children's learning opportunities outside as well as indoors. Children handle small tools carefully and safely and are developing their large motor skills by climbing, dancing and running in the garden. Children benefit from accessing toys and equipment that enable them to experience everyday technology, such as calculators. Children enjoy listening to stories and some are beginning to predict the text of their favourites.

Children's developmental records are in place and these are adequately maintained, although some lack necessary detail and individual learning plans are completed for some of the children only. Staff are fully aware of the children's interests and likes and keenly support them to make informed choices about what to play with, as well as encouraging them to join in adult-led play sessions, such as

the singing with musical instruments activity.

Staff sit with the children and demonstrate they have a good knowledge of the early learning goals and individual developmental stages. They support children's learning needs through good support, by asking questions to help them think and to foster their curiosity. Staff interact well with children, offering appropriate help and support, as well as promoting the children's independent learning. Children are well behaved and listen carefully to safety instructions given to them by staff, such as walking inside. Children engage in purposeful play and resources are available for all children to enjoy the same activity. For example, left-handed scissors and different sized paintbrushes to suit children's age and stage of development. Children increase their communication skills through discussions with staff and their peers and having copious opportunities to mark make. Staff support all children with routine changes by using verbal and picture symbols to indicate these, promoting inclusion well. Children develop an understanding of the wider world through accessing good resources and celebrating a variety of festivals.

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

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

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

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?	3
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

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