

# Tiverton Little Stars

Inspection report for early years provision

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<b>Unique reference number</b>	EY381950
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Sara Bailey
<b>Setting address</b>	Tiverton Little Stars, Methodist Church St Peter Street, Tiverton, Devon, EX16 6NZ
<b>Telephone number</b>	01884251945
<b>Email</b>	
<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**

Tiverton Little Stars pre-school registered in 2009. It operates from converted rooms attached to Tiverton Methodist Church, Tiverton, Devon. The pre-school is committee run and is registered on only the Early Years Register. A maximum of 16 children aged two to four years may attend at any one time. There are currently 20 children on roll who attend on a part-time basis. The pre-school is open each weekday from 09.30 to 12.00 term time only. Children have access to a fully enclosed outdoor play area. The pre-school employs two members of staff, both hold a level 3 early years qualification. The setting supports children who speak English as an additional language.

## **Overall effectiveness of the early years provision**

The quality of the provision is good. Children are very happy and settled, enjoying free-flow access to the outside play area and being involved in the planning of activities, which meets their individual needs really well. Practice is very inclusive, ensuring children with English as an additional language are really well supported and everyone has equal access to all resources, which promote positive images of diversity. Staff are realistic about the group's progress in the short time since opening but have high expectations and clear plans for the future, to further improve the outcomes for children. Children's welfare is promoted with success, ensuring they are safe and healthy.

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

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

- develop links with other settings to ensure information on individual children's progress along the EYFS is shared and involves parents in their children's learning
- further develop knowledge of the Special Education Needs (SEN) Code of Practice to enable staff to identify and support any children with learning disabilities and difficulties
- ensure adequate staff deployment to enhance and effectively meet the needs of children at all times to support existing staff's good use of free-flow play to the outside

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

The staff are very well organised and plan for many activities and experiences for the children, within a very short session. Staff are well deployed both inside and outside to allow for free-flow play, where children can self select from a wide range of quality toys and resources. Staff support children's play really well. However, as there are only the two staff, there are times when they are pulled away from task to address other issues, which would benefit from additional adult

support.

Documentation is clear, professional and well maintained. Risk assessments have effectively identified and addressed any potential hazards. Records of visitors, parents signing in and out sheets are all checked regularly during the session, by staff to ensure they are accurate.

Partnership with parents is very positive. An informative notice board keeps parents up to date with setting information and a policy file is easily accessible. The prospectus is personal and friendly, which is welcoming to families. Children's assessment files are regularly shared with parents and their own observations of their children at home are valued. Links with other settings have not yet been established although staff have plans to develop this with parental involvement.

The staff safeguard children through their everyday practices, vigilant observation and systems in place to follow in the event of being concerned about a child. Safeguarding policies and procedures are shared with parents.

The staff have identified their own areas for improvement through a regularly reviewed action plan. They are striving to develop personally through training courses, for example, Special Educational Needs Co-ordinator (SENCO) training to enable staff to identify and support any children with learning disabilities or difficulties.

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

Children develop healthy lifestyles as they have daily, free-flow access to the garden for physical play and fresh air. They enjoy independent access to a café system for their morning snack, which consists of a selection of healthy fruits or crackers and a choice of milk or water to drink. Children are aware of the importance of hand washing as this is promoted regularly by staff.

Children learn how to keep themselves safe through discussion and good role modelling by staff. For example, the kitchen area is out of bounds to children through the effective use of a safety fence, which children know they are not to go beyond. Children are reminded of food safety through meaningful activities such as being told not to eat raw egg when cooking and learn how to use knives carefully to cut cherries for their cakes. Children learn how to manoeuvre safely on wheeled toys, with suggestions by staff, such as all going in one direction and using cones to make a course.

Children are really well engaged in a wide range of activities, some of which are child initiated to meet their individual needs, such as cookery and others which are planned, adult led, such as music and movement. Children of all ages are well supported and have their language developed well in everything they do, introducing them to new vocabulary. Children with English as an additional language are supported with the use of bilingual posters and books. Staff are beginning to learn key phrases in specific languages and use with all children at circle time for example, to say 'hello' to each other.

Children are well behaved, confident and polite. They understand the rules and boundaries of the setting and are taking responsibility for their own actions. They benefit from lots of praise and encouragement from staff, resulting in happy, settled children.

Children's development is being observed, recorded and shared with parents to show their progress along the Early Years Foundation Stage. Children's starting points are recorded through the use of 'all about me' sheets and children's next steps and targets are identified for every child, which ensures their learning meets their individual needs.

## 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?	2
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?	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

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