

# Shining Stars

Inspection report for early years provision

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EY390956

**Inspection date**

01/12/2009

**Inspector**

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**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Shining Stars is one of three pre-schools privately owned by the registered provider. It has been registered since May 2009 and operates from a converted building in Preston. The children have access to a large playroom with associated facilities and an enclosed outdoor area. The setting is open from 8am until 5pm for most of the year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 40 children may attend the nursery at any one time and there are currently 34 children who attend for various sessions. The setting supports children with English as an additional language. The staff group of 10 includes four with a level 3 qualification or above with most of the other staff having a level 2 and working towards a level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's individual needs are met as each child is valued as being unique in this inclusive setting where their health and safety are well promoted through the consistent implementation of risk assessments, policies and procedures. Partnership with parents and others involved with the children supports their welfare well, though they are not yet fully involved to further promote continuity of learning. Staff have a sound knowledge of the Early Years Foundation Stage and make useful observations, though they are not fully used yet to track children's individual progress towards the early learning goals. Self-evaluation processes are not yet sufficiently established to plan for continuous improvement though areas for further development have been identified. Children choose from a suitable range of activities, both indoors and outdoors, in this continuous provision and make satisfactory progress as each child actively participates in the colourful and welcoming environment.

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

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

- further develop self-evaluation in order to plan for future improvements
- make more use of observations to track individual progress, plan for the next steps and to involve parents more to promote continuity of children's learning.

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

The sound management, recruitment and induction procedures ensure that staff are suitably vetted and are able to implement the nursery's inclusive policies and procedures. The staff team work well together in caring for and safeguarding the children. They are active and alert in supervising children and encouraging safe

practices. Staff members have attended recent safeguarding training so have current knowledge of the issues and procedures. They carry out visual checks of the areas used to maintain safety and risk assessments identify hazards. The health and safety policy is, therefore, implemented well to keep children safe. The staff use practical behaviour management techniques for children to keep themselves safe, such as lining up at the door and playing safely with the resources. During outdoor play they know to stop at the red traffic light as they role play on trikes. The fire recommendations are met and include regular fire drills to help children keep themselves safe in an emergency.

The large main room is well organised with interesting play activities and resources which children can easily access. Children have much freedom of movement in the continuous provision so that they can explore the play areas and enjoy the quiet area. The room is bright and colourful with imaginative displays to create a welcoming environment. Resources are deployed well to provide a flexible and suitable range of learning experiences which are age-related and appropriate to the children's stages of learning.

Each child's unique qualities are valued and the key worker system helps to provide inclusive care to meet each child's needs well. The nursery promotes equality and diversity in raising children's awareness of the wider world through practical activities and related resources. The staff group is skilled in various languages so that each child can feel included and take an active part. Children, therefore, participate well, relate closely to staff and enjoy this friendly environment.

The manager is aware of how to further improve the provision, though the self-evaluation of the setting has not yet been sufficiently developed in order to make plans for the future. Parents are kept well informed about the provision, the activities and the welfare of the children through various ways that have been developed, such as the parent pack and 'my daily diary' for each child. Links are in place to share appropriate information to promote a smooth transition to school. Limited information, though, is available to parents about children's individual progress towards the early learning goals in order to further support continuity of learning. Parental feedback was positive about the provision and how the children enjoy their time there.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a sound understanding of the Early Years Foundation Stage and how children learn so that children make satisfactory progress towards the early learning goals. Children's activities are observed and linked to the areas of learning through the key worker system and planning. The observations are useful but not yet sufficiently used to track individual progress and plan effectively for the children's next steps in their learning and development. Staff take pride in their work and demonstrate efficient teamwork in the smooth running of the session so that children settle well. Children are active, lively and freely make choices in their play as they feel secure with the warm and friendly staff support. They enjoy

varied and interesting play opportunities which are planned for them, including outings which extend their experiences.

Children's health is promoted as they have regular use of the outdoor space to benefit from natural daylight and fresh air. Their coordination skills increase as they manoeuvre wheeled toys around the tyres and learn ball skills. They enjoy physical play indoors through action songs and much freedom of movement. A designated quiet area is well used and enjoyed by children as they rest or look at the books. They learn how to keep themselves well as they put on coats and hats, and rub their hands to keep warm in cold weather. Children learn about healthy eating as they enjoy nutritious snacks while sitting together as part of a social occasion. Care is taken to meet individual dietary needs so that each child receives appropriate care. Children feel safe in the secure environment as they benefit from the alert and well planned supervision and the safety practices implemented consistently by staff, who care very much about the children's well-being. The children learn how to play safely with toys and consider each other, for instance, when finding a space to sit down.

Staff support play and learning well through effective interaction as they watch and intervene to develop their conversations and extend vocabulary as they discuss watermelons and pumpkins. Circle time is used to help children learn about rules and give well supported opportunities to develop their communication skills and self-expression. Their listening skills develop as they listen to story time, play musical instruments and identify animal sounds. Letters and numbers are displayed and the labelling of play areas helps to reinforce children's familiarisation with simple words. All enjoy rhymes and counting in their play and when joining in with action songs, such as 'sleeping bunnies'.

Children's work is valued as their pictures are displayed, including an autumn collage and mobiles. They practise numbers through spontaneous play and learn about shapes with the heart-shaped and starfish-shaped jelly. Children's sensory awareness is promoted through using many textures, including craft materials, and tasting the different fruits. They identify colours with the 'green' grapes and 'yellow like the sun' and describe the 'crisp' cucumber. Computerised and battery toys build children's IT skills as they learn how to operate them.

Children are encouraged to make a positive contribution and learn social skills as they share toys, take turns, tidy away rubbish into the bin and hang up the aprons. They are very well-mannered and behave well for staff who give much praise and are consistent in encouraging good behaviour, such as lining up to wash their hands. The wide range of resources that reflect cultural diversity help children to be respectful of others. Children, therefore, develop skills for the future as they learn to communicate, grow in confidence and become active learners within a safe, colourful, welcoming and fun environment.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met