

Little Stars Pre School

Inspection report for early years provision

Unique reference number

EY398536

Inspection date

12/05/2010

Inspector

Lynn Dent

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Stars Pre-School is a privately owned provision. It opened in 2009 and operates from three rooms on the first floor of a two-storey community building which is accessed via a ramp to the front door and a staircase to the first floor. It is situated in the centre of the village of Earl Shilton in Leicestershire. The premises do not have an outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children at any one time. There are currently seven children from two years to under five years on roll.

The Pre-school is open each weekday from 9:15am to 12:15pm and 12:30pm to 3:30pm throughout the year, closing for Christmas and public holidays. Children come from the village and surrounding areas.

The setting currently supports a number of children who speak English as an additional language. The provider employs two staff, both of which hold appropriate early years qualifications and one member of staff is working towards a higher level qualification. The registered provider holds a BA degree qualification in Early Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and development and are developing their language and communication skills. They have time to initiate their own play and participate in adult-led experiences. Most required documentation is in place and the majority of written policies and procedures are up to date helping to underpin the care of the children. Steps have been taken to share information with other childcare providers and the local schools. The staff develop working relationships with parents who are kept informed of their children's progress and have access to information about how the setting works. Early systems are in place to help the management and staff to identify and improve their practice.

What steps need to be taken to improve provision further?

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

- demonstrate how written parental permission to the seeking of any necessary emergency medical advice or treatment is obtained.

02/06/2010

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

- update the complaints procedure in accordance with the latest requirements; this is with regard to notifying the complainants of the outcome of the investigation within 28 days of having received the complaint
- develop the systems already in place to further self-evaluate and monitor practice to bring about continuous improvement to ensure that the needs of all the children are met
- improve the organisation of the physical play session to support children's understanding of how exercise promotes their good health and affects their body
- encourage further children's language and communication skills; paying particular attention to children who speak English as an additional language

The effectiveness of leadership and management of the early years provision

Staff undergo appropriate checks to ensure they are suitable to work with children and the management updates this information during staff appraisals. As a result children are protected from those who may pose a risk to their welfare. The staff induction process enables staff to explain how they implement the settings policies and procedures to benefit the children. Children's welfare is protected because staff understand their responsibility to record and report concerns to management and the Local Safeguarding Children Board. Staff ensure that they check the premises and resources to ensure that they are safe. Children's safety continues to be promoted during outings because the staff complete risk assessments and check venues on arrival.

A range of written policies and procedures are implemented to underpin the care of the children. Most of these are up-to-date with the exception of the complaints procedure which has not been fully updated to meet the latest regulations. Most required documentation about the children is in place with the exception of written consent from parents to seek emergency medical advice or treatment. Consequently, this may impact on the welfare of the children in an emergency. Parents receive a prospectus at induction that includes information about the setting and the written policies and procedures are always readily available in the setting. They are informed of changes to the setting and what children are learning through discussions, regular newsletters and information on a whiteboard at the end of the session.

Staff spend time collecting information about the children's developmental and learning stage from parents at induction which helps staff to build on what the children already know and can do. This information is included in children's learning journeys alongside observations and comments about children's learning by staff, thus helping to identify their achievements and their learning and developmental priorities. Effective systems are in place to share information with parents and enables them to add their own comments to their child's learning and development records. Consequently, consistency between home and the setting is promoted. Parents explain that the staff are approachable and they are kept well-

informed about their children's progress at all times. Recently the setting has started to care for children who attend other early years settings and can explain how they are working towards sharing information to help benefit the children.

The setting does not have an outdoor play area; however, children visit the local park and other venues regularly. Staff also use the locality to extend children's experiences such as visiting the library and buying snacks from the local shops. Children benefit because staff ensure that the outdoor area is portrayed in the setting, for example, they care for giant snails and watch the life cycle of tadpoles. The management are in the early stages of self-evaluating the effectiveness of the provision. Consequently, they are becoming aware of the areas for improvement.

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

Children are happy and feel safe in the setting because staff provide a caring atmosphere. As a result children quickly feel settled and are happy to be left by their parents. Children develop safe practices because the staff remind them of simple rules such as taking turns when using climbing equipment and learning about people in society who help them. All children participate in routines hand washing throughout the day. They can explain that fruit and vegetables they eat for snack are good for them. Children's independence is promoted as they choose when and what to eat at snack time. Routine cleaning procedures means that the children are protected from the cross contamination of germs.

The organisation of the rooms means that children have space to play alone or with their friends. Activities and play experiences are set out to allow children to move freely between planned activities and to access toys at will. As a result they are confident to make choices. Access to a large hall ensures that children have time and space to practice their coordination and balancing skills as they play on climbing equipment and with balls, skipping ropes and other physical play equipment. However, there are missed opportunities during this time to help children understand the benefits of exercise and the effects this has on their body. Children are well-behaved because staff are positive role models. All children show good self-esteem because they receive praise and encouragement.

Some children talk fluently, but most are not yet fully able to do so and use simple words or gestures to communicate including children who speak English as an additional language. Staff do try to work with to help children learn new words and phrases such as naming toys and saying 'round and round' as children make marks on paper. Children have access at all times to books and handle these well as they enjoy looking at the pictures and pointing to what they see as they 'eyes' and name the characters. Children are learning to identify their names on cards and older children show they are becoming independent in writing their name.

Children enjoy playing a range of musical instruments and exploring how things work such as magnets that stick together. Younger children can build towers with building blocks and place shapes into a shape sorter. Children have access to a range of resources and tools to enable them to be creative such as potato printing

with paint, sticking a variety of materials and have made robots from empty cartons which they have decorated.

Staff use the Early Years Foundation Stage to ensure that they plan appropriately for the children. Systems are in place to ensure that throughout the year children receive a balance of experiences across the areas of learning. Planned activities are evaluated to ensure that the learning intentions are met and to identify how to extend the activity for future use. Staff interact with children during planned activities and encourage them to initiate their own experiences ensuring that they support children's learning through play.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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

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