



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 105637**

**DfES Number: 580867**

### **INSPECTION DETAILS**

Inspection Date      19/05/2003  
Inspector Name      Glenda Pownall

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Pre-school Stars  
Setting Address      Cippenham Community Centre  
                             Earls Lane  
                             Cippenham  
                             Slough  
                             SL1 5DJ

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Musarat Parveen

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Pre-School Stars opened in 2002. It operates from one room and has occasional access to a second room in a community centre on a new estate in Cippenham, Slough. The pre-school serves the local area.

The group is registered for 26 children aged between two and under five years. There are currently 22 children on roll. This includes 19 funded three year olds and two funded four year olds. Children attend for a variety of sessions. Currently there are no children attending who have special educational needs. The group supports four children who speak English as an additional language.

The group opens five days a week during school term time. Sessions are between 09:00 and 14:30.

Four part time and two full time staff work with the children. Two have early years qualifications. Three staff are currently on training programmes. The setting receives support from a nursery teacher from a local school and from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Pre-school stars provides satisfactory care for children. The premises are clean, well maintained and staff provide a warm welcome to children and parents. The pre-school has a wide range of equipment and resources which all children have access to. The manager has a proactive approach to staff training and most staff have or are working towards a relevant childcare qualification. Most documentation is in place, however there are some areas to be addressed.

Staff are vigilant to ensure children's safety both in the pre-school room and whilst using another room for physical activities. They promote health and hygiene routines encouraging children to develop independence in their personal care. The pre-school supports children who have English as an additional language and is fortunate to have three members of staff who speak additional languages.

A range of activities are provided for the children and the staff are interested in what the children do and say. However staff do not always give children the opportunity to try before completing the task for them. Staff have good relationships with the children and offer praise and encouragement. The children are happy and settled in their environment.

Parents are happy with the care their children receive. Staff are available to speak to parents at either end of the session but parents are not well informed of their child's developmental progress. They are well informed about the day to day routine of the group through a parent notice board and regular newsletters. Parents are able to help in the group via the parents rota.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The premises are suitable for their purpose, they are clean, well maintained and provide adequate space for children.
- Staff have good relationships with the children, they offer praise and encouragement. The children are happy and settled in the pre-school environment and generally behave well.
- Staff promote good health and hygiene routines which children are encouraged to follow.

#### **What needs to be improved?**

- documentation to ensure all required policies, consent and procedures are in place and regularly updated. Such as sick children's policy, registration procedure and record of visitors
- written risk assessment procedure to be effectively used
- written proof that all staff have satisfactory clearance to look after children
- confidentiality needs to be maintained in all situations.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### The Registered Person must take the following actions by the date shown

Std	Action	Date
14	ensure all required documentation is in place and regularly updated	31/07/2003
1	hold written proof that all staff have satisfactory clearance to look after children	31/07/2003

### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	personal references are taken up for all staff as part of recruitment process

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Pre-School Stars offers an acceptable provision, but children's progress towards the early learning goals is limited by some significant weaknesses.

Whilst teaching has some satisfactory aspects there are also some significant weaknesses. The staff do have appropriate knowledge of the early learning goals. However, lack of thorough planning and communication with the manager means that children's learning is often not effective or progressive. There are missed opportunities to extend children's learning in most areas of development. Staff do not give children the opportunity to try for themselves before completing the task for them. Curriculum planning covers all six areas of learning, but the observation, recording and evaluation of the children's progress is not effective as records are not kept up to date. Relationships between staff and children are good and staff generally manage children's behaviour effectively. Bilingual staff support children who have English as an additional language. Although there are no children with special educational needs currently attending, there is an effective system in place to provide support.

Leadership and management is generally good. Staff spend much of their time interacting with the children. They are encouraged to participate in training and further their childcare qualifications. The manager is aware of the learning intention of each activity but does not convey this to the staff. The management is aware of the need to put in place an effective system to monitor and record the children's individual progress.

The partnership with parents is generally good. A parents notice board and regular newsletters keep parents informed of the day to day running of the group. However parents are not regularly informed of their child's progress towards the early learning goals. Parents are able to participate in the group through the parents rota.

### What is being done well?

- Children are confident, learning to take turns and help with tasks without direction from staff such as sweeping up spilt sand and placing it in the bin.
- Staff relationships with parents and children are good. Staff are welcoming and approachable and invite parents to spend time in the group through the parents rota.
- Children access a range of resources and activities to enhance their large muscle skills. They move with confidence and are developing skills such as hopping, jumping and climbing.
- Management commitment to staff development ensures that all staff have the opportunity to gain further childcare qualifications.

**What needs to be improved?**

- effective observation, recording and evaluating of children's progress to be used to plan the next steps in children's learning and to be shared with parents
- planning of the curriculum to take account of children's developmental needs and ensure all staff are aware of the learning intention of activities
- opportunities children have to regularly practise their writing skills and begin to develop reading skills
- opportunities for children to increase their awareness of shape, size and measure and to be able to problem solve through everyday activities.

**What has improved since the last inspection?**

The setting has made limited progress since the last inspection. The range of tools available and the activities provided now enable children to develop their fine motor skills. Parents do have regular information about the activities available to their children. There are still significant weaknesses in mathematical learning and children and staff do not always allow children to think for themselves.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have good relationships with each other and readily approach staff. The children are learning to take turns, to recognise right from wrong and to be independent. Most children can sit quietly and some are able to speak confidently in a familiar group. Children are not always given time to think or to try and complete tasks for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Most children communicate well with each other and adults during the free-play time. Some children are starting to recognise the sounds of letters and their own names. Some listen and respond with enjoyment to group stories. Children's progress is hampered by few opportunities to recognise familiar words or to write their own names. For example the only opportunity children had to practise writing names was using capital letter stencils. Books are not well-presented or used to aid learning.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children use numbers in some everyday activities such as today's date and counting the number of children present. They are beginning to use calculation through number rhymes. Staff miss opportunities to progress and extend children's learning of shape, size and measure. Children have very limited opportunities to problem solve through every day activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a sense of place and time and can talk about past and present events in their own lives. They are becoming aware of other cultures and traditions. Children have daily access to construction activities. They use different techniques such as stacking and pushing and clicking pieces together to build their own designs. Children have some opportunities to access information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of resources and activities to enhance their physical development, they are able to run, hop, jump, climb, throw, scoot and peddle. They move with confidence and control and show awareness of space. Children access a variety of tools to develop their manipulative and small muscle skills. They show an awareness of basic hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children experience a range of activities to explore media and materials. They participate in imaginative and role-play. The play is often adult led limiting the opportunities children have to express themselves freely. Children enthusiastically participate in singing songs and rhymes.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure effective observation, recording and evaluation of children's progress is used to plan the next steps in children's learning and is shared with parents
- ensure curriculum planning takes account of children's developmental needs and all staff are aware of the learning intention of activities
- provide opportunities for children to regularly practise their writing skills and begin to develop reading skills
- provide regular opportunities for children to extend their learning of shapes, size and measure and to problem solve through everyday activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*