

# Shiny Stars Pre-School

Inspection report for early years provision

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**Unique reference number** EY407727  
**Inspection date** 21/09/2010  
**Inspector** Carly Mooney

**Setting address** Neighbourhood House, 30 Cromwell Road, Peterborough,  
PE1 2EA  
**Telephone number** 01733 554 004  
**Email** shynystartpreschool@hotmail.co.uk  
**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*.

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## **Description of the setting**

Shiny Stars Pre-School re-registered in 2010. It operates from the ground floor of a two storey building situated in the town centre of Peterborough. There is an enclosed area for outdoor play. The setting is open Monday to Friday from 8.45am to 11.45am and 12.15pm to 3.15pm term-time only.

The pre-school is registered on the Early Years Register to care for a maximum of 30 children in the early years age range. There are currently 33 children on roll. The pre-school is also able to support children who may have learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school employs three members of staff to work with the children, all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority and is in receipt of funding for the provision of free early education.

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

Overall the quality of the provision is good.

Children's needs are met well by caring, attentive staff who value each child's contribution. Children are provided with a stimulating range of activities which they enjoy and allow them to make good progress in their learning and development. Partnerships with parents are developing well to ensure that staff can meet children's individual needs effectively. Effective procedures are in place for self-evaluation and management demonstrate a firm commitment to improving and continuously developing the provision.

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

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

- consider ways to further develop communication with parents regarding children's daily activities and experiences.

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

Children are safeguarded by knowledgeable and experienced staff, who implement clear procedures to protect children in their care. Robust recruitment systems ensure all adults are suitable to work with children. The pre-school operates effectively under clear guidance and support from the manager, who ensures staff are clear in their roles and responsibilities and encourages them to be actively involved in decisions that improve outcomes for children. Staff are deployed effectively at all times to ensure the safety of children as they play and clear risk

assessments enable any hazards to be identified and minimised. Sufficient staff are trained in first aid and are well informed about children's medical or dietary needs. Comprehensive policies and procedures underpin the good practice at the setting and staff ensure they keep up to date with current practices and procedures which help children keep healthy and stay safe.

Children are able to access a number of different play areas and freely move about the setting, selecting activities of their choice. Staff address the needs of all children well. They have clear systems in place to support those children and families who speak English as an additional language, such as bi-lingual staff and translated information about the pre-school. The pre-school is fully inclusive for all children attending and staff ensure no child is disadvantaged.

Staff strive to work closely with parents and build good relationships which helps to benefit children's time at the setting. Home visits enable staff to obtain clear information about children's care needs and starting points for development prior to starting. Parents receive verbal feedback everyday and progress will be shared more formally through a report each term. However, feedback from some parents suggests that, although they are happy with the pre-school, they would like to know more regularly about the activities their child has participated in and how staff support their learning. Currently, children do not attend any other settings which deliver the Early Years Foundation Stage, although staff demonstrate a clear awareness of building relationships to support children's well-being and development should the situation arise.

Effective systems for monitoring and evaluating the practice are established with clear areas for development identified, prioritised and implemented. Staff show a positive commitment to improving their knowledge through professional training and demonstrate a good working relationship with advisors from the local authority. The manager has clear vision for the future and as a result her ability to maintain continuous improvement is good.

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

Staff respond well to children's needs and provide a stimulating environment for children to enhance their learning. There is a good balance of child-initiated and adult-led activities which are adapted to suit children's different abilities and ages. Children make good progress in their learning and development due to staffs secure knowledge of the Early Years Foundation Stage and how to implement it effectively. For example, staff ask meaningful questions which encourage children to think such as 'How many skittles did you knock over?' 'Shall we count them?' Planning is effective, based on what children are interested in and their individual development needs. Systems for recording children's achievements are sound and parents are encouraged to contribute to these records by sharing their child's achievements from home.

Children are happy and settled and clearly enjoy their time at the pre-school, even

though many have only recently started at the beginning of term. They are supported well in their chosen activities and are developing good self-esteem because staff are attentive and interested in what they have to say. The outdoor environment is used very effectively as an extension to indoor learning and children enjoy spending time outside. They freely access it throughout the whole day and staff adapt their plans to suit the children. For example, taking a planned art activity outside to encourage more children to access it, as this was where most children were choosing to play.

Children are gaining a variety of independent skills and developing a good sense of belonging. They confidently find their peg to hang their belongings, spread their bread with jam and pour their own drink at snack time. Children appreciate books and enjoy listening to a story in the outside book area. They are encouraged to practice their emerging writing skills through general play such as tracing their initials in the sand. Older children are beginning to show curiosity regarding reading and writing and attempt to write their name on their pictures, showing pride in their achievements. Counting and labelling are introduced naturally in all activities, for example labelled resources and numbered parking spaces for the bikes and scooters. Children spontaneously demonstrate their counting ability as they attempt to count the bubbles floating in the air. Children manoeuvre confidently around the garden on scooters and enjoy the physical challenge of the climbing frame. They spontaneously break into song such as Old McDonald or Wheels on the Bus and hear songs in other languages from some staff which they attempt to join in. Children enjoy a range of craft and messy activities, for example, they lather soap between their fingers to make a mountain of bubbles and enjoy squeezing wet sand between their fingers in the sand pit. Children understand the need to care for living things they have planted and regularly fill their watering cans at the water tap to give the herbs and bushes a drink.

Children's welfare is effectively promoted. Children learn about healthy eating through the range of balanced and nutritious snacks provided and are able to help themselves to fruit and water as they wish. Snack time enables children to share a relaxed, social experience with each other and staff. Records which safeguard children's health are appropriately maintained and children are cared for in a clean environment. They are encouraged to maintain their own personal hygiene through hand washing before eating or attending the toilet. Children feel safe and secure and this is demonstrated through their happy and confident disposition. They participate in safety procedures such as fire drills and are made aware of safe practices such as not entering the kitchen area. Children receive lots of praise and encouragement from staff for their good behaviour and are learning the skills of sharing and turn taking during their 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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