

Shooting Stars Pre-School

Inspection report for early years provision

Unique reference number

EY425766

Inspection date

19/10/2011

Inspector

Helene Terry

Setting address

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Type of setting

Childcare - Non-Domestic

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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

Shooting Stars Pre-School was registered in 2011. The setting is run by a voluntary committee and operates from a large playroom within Avenues and Hollins Tennants Hall in Oldham, Lancashire. Children have access to a secure area for outdoor play. The setting runs Monday to Friday between 9.30am and 2.30pm during term time only. All children share access to an outdoor play area. A maximum of 32 children aged two to five years may attend the setting at any one time. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 17 children aged from two to four years on roll. The setting serves the local community and surrounding areas. Children attend for a variety of sessions throughout the week. The setting employs three members of staff, of whom two have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a secure and welcoming environment. Parents are welcomed into the setting by friendly staff who work generally well in partnership with parents to ensure that the children's general needs are appropriately met. The suitable range of activities and resources means that children are starting to make adequate progress towards the early learning goals. Discussions reveal that staff are aware of the need to work in partnership with other agencies involved in the care of children.

The process of self-evaluation is in the early stages of development and is not fully effectively used as a tool for improvement and sometimes fails to identify weaknesses in the daily organisation of the setting, which has led to a number of welfare requirements not being met, particularly around documentation. However, staff show a commitment to developing this newly registered setting to make improvements to enhance the well-being and development of the children.

What steps need to be taken to improve provision further?

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

- devise a clearly defined procedure for the emergency evacuation of the premises (Suitable premises, environment and equipment) 02/11/2011
- ensure that records are easily accessible and available for inspection by Ofsted (Documentation) 02/11/2011
- devise an effective behaviour management policy (Safeguarding and promoting children's welfare) 02/11/2011

- devise a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare).(also applies to the compulsory part part of the Childcare Register)

02/11/2011

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

- maintain systematic observations and assessments of each child's achievements, interests and learning styles and use these observations to identify learning priorities; then plan relevant and motivating learning experiences for each child
- ensure regular fire evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how these were resolved
- provide a rich and varied learning environment that includes opportunities for children to use their problem solving reasoning and numeracy skills, undertake practical experiments and select tools and techniques they need to shape, assemble and join materials
- develop further the use of self-evaluation as the basis for ongoing internal review; assessing what the setting offers against robust and challenging quality criteria, such as The Practice Guidance for the Early Years Foundation Stage and general welfare requirements
- develop further systems to ensure that parents are allowed access to records about their child, including development records, and encourage parents to add their own comments to these records
- develop further resources that provide positive images which challenge children's thinking and help them embrace diversity in society

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately because the group has sound systems in place to ensure staff are suitable to work with children. Staff have a secure knowledge and understanding of the child protection procedures that are in place, which protects children from harm. Risk assessments are regularly conducted to minimise risks to children and to ensure the premises are safe. Staff effectively implement a suitable range of policies and procedures and keep most records accurately. However, there is no behaviour management policy or written complaints procedure in place and a fire evacuation procedure is not clearly defined. These are breaches of the welfare requirements and impact on the safety of the children. Records of risk assessment and policies and procedures are not always kept on site and as a result were not immediately available for inspection. This is also a breach of the welfare requirements. Children enjoy access to a suitable range of resources, which are checked daily by staff to ensure they are suitable for children's use.

Sound procedures ensure staff are fully aware of their role and responsibilities. Staff utilise space generally well, ensuring children have room to move freely

between activities. However, staff do not always make best use of the resources by having the full range accessible to children to extend all areas of their learning. For example, there are limited resources out for the children to develop their skills in problem solving, reasoning and numeracy, designing and making and exploring and investigating. This hinders staff's ability to create a positive and enabling environment for the children.

Children benefit from some opportunities to develop their understanding of diversity. For example, they celebrate a range of festivals throughout the year; however, resources representing positive images of diversity in society are limited. This hinders children's ability to learn about and value people's differences and similarities.

Partnerships with parents are sound. Parents receive suitable information about the setting through an information leaflet and displays. Staff talk to parents about children's progress; however, parents do not have good access to children's development records and they do not have an opportunity to add their comments to these records. Hence, limiting the benefits of the two-way process in caring for children. Staff are aware of the need to communicate with other early years settings that children attend and to seek advice and support from other professional agencies as the need arises.

Systems for evaluating and monitoring the setting are in the early stages of development. Staff are aware of the areas requiring improvement and are working towards completing these with the support of the local authority's development workers. Staff, parents and children are involved in the evaluating the setting through discussions.

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

Children present are happy and settled; they confidently leave their parents and settle in to the activities. They make adequate progress in their learning and development. Activities are mainly adult-initiated, but staff provide activities according to children's interests. Observations and assessment of what children can do are in the early stages of development; as a result these are not consistently done and are not always used to inform the planning of the activities. Consequently, this gives rise to gaps in children's learning.

Children enjoy lots of interaction with caring adults. Staff respond sensitively to children's feelings and behaviour and their independence is encouraged through familiar routines within the day. For example, children's self-esteem is boosted when they put on their own aprons and waterproof clothing before messy activities or playing outdoors. They show pleasure as they sing familiar songs and action rhymes. They listen well to stories and staff use puppets to help engage the young children.

Children enjoy making marks as they develop early writing skills. They use suitable equipment to make changes to the play dough, such as cutters, shapes and rolling pins, as a result developing fine muscle movements. They enjoy being creative as they play with paint, glue and small world items. Hence, expressing their thoughts and feelings. Children discover technology by playing with the cameras, electronic activities and mobile phones as they discover how and why things work and happen. They investigate and join construction pieces together to build and balance well. Children behave well throughout all activities and are learning to share, take turns and be considerate to others.

Children are developing an awareness of healthy lifestyles through their daily routines as they enjoy regular exercise outdoors. They climb, play on the bikes and roll the hoops around the secure outdoor play area. The setting has a healthy eating award, as a result children enjoy healthy snacks and staff remind parents to provide healthy packed lunches. Suitable hygiene practices are followed around toileting and meal times to prevent the spread of infection. Children who become unwell during the day are comforted until parents arrive to collect them. Children's understanding of personal safety is developing. They learn about road safety and the safe use of equipment during their play. However, they are not taking part in regular fire drills to ensure that they know what to do in an emergency.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 02/11/2011