

Sileby Little Stars Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Sileby Little Stars Pre-School is a privately owned provision and has been under the current ownership since 2011 in Charnwood, Leicestershire. There are no outdoor play facilities. The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 40 children aged from two to under five years on roll. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school is open each weekday morning from 8.30am to 11.30am and on Monday, Tuesday and Thursday afternoons from 12noon to 3pm, during term time only. Children attend from local and wider communities. The pre-school currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The owner employs eight members of staff. All hold appropriate early years qualifications and two are currently working towards a further qualification. The owner has achieved a Foundation Degree in Children and Young Peoples Services. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the pre-school and receive good levels of care because the experienced well-qualified staff work closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are routinely met. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, and demonstrate that they understand the welfare requirements. Effective partnerships between parents and other agencies ensure individual children's needs are routinely met and their protection assured. Successful steps are taken to self-evaluate the provision for children and the pre-school demonstrates a good capacity to make continuous improvement and sustain its existing standards.

What steps need to be taken to improve provision further?

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

- use observations and assessments more effectively to identify learning priorities and plan relevant and motivating learning experiences for each child
- increase resources to help promote positive attitudes to diversity and difference within all children, helping them to learn to value different aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The pre-school has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment for children to play and learn in. The owner has high expectations and has set high standards which are embedded across all areas of practice. The staff team have been involved in the self-evaluation process. They have completed action plans which are clear and achievable. The staff update policies and procedures appropriately. The owner routinely makes use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting. This is due to the owner and them valuing and respecting the staff team. The owner is committed to inspiring the staff team in working towards meeting and sustaining ambitious targets.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Staff place value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. Children are allowed to settle in at their own pace. Parents are involved in supporting their child's learning and development at home. For example, the children take home two soft toy animals and a log is written of what they do whilst away from the setting. The pre-school has parent meetings in which all parents are invited to spend time with their child's key worker to discuss their child's development and progress. The pre-school listens to the parents' wishes and takes action upon comments made.

The pre-school has developed a very effective partnership with the local school and with other early years settings in which some children attend. Staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. Resources are good, fit for purpose and support children in their development. The environment is conducive to children's learning and is managed well. Children clearly benefit and thrive as a result of this provision. Staff are making the most of diversity to help children understand the society they live in. However, this is limited due to the lack of resources for children to play with and learn from.

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

Children make good progress towards the early learning goals. Staff provide a wide range of activities that take into account children's individual learning needs. They provide a well-balanced session that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. The staff team are currently using a new system of planning, observation and assessment and not all staff are fully consistent with the new system of paperwork. However, they do know the children well. Staff plan what to have out with care and are starting to take account of each child's interests and learning needs. Staff observe children during their play and use this information to monitor progress and plan for future learning. The assessment of children's progress is monitored and demonstrates that children are developing well. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with enthusiasm. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. Children's levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning.

Children's social skills and ability to communicate with others is developing well, so they are gaining the underpinning skills needed for their future success. Most children behave well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children know the pre-school rules and why they are in place. They have lovely warm relationships with the staff and have lots of fun with them. Children willingly approach the staff as and when needed, demonstrating that they feel safe. The emotional well-being of children is good. Children know who their key person is but they still approach other staff with confidence. Children gain a sense of belonging to the pre-school, as names and photographs are used to self-register themselves in the pre-school at the start of the session and during snack time. They play together and have definite friendship groups in place. Children learn about keeping themselves safe through the discussions and activities provided. For example, they recently had the fire services come and talk to the children about keeping themselves safe. When out and about in the local community road safety is reinforced by staff, enabling children to learn how to walk safely on the pavement and how to cross the road. Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. Children learn about healthy eating whilst sitting and eating their snack. Children's independence is promoted well. For example, at snack time children confidently pour their own drinks and help themselves to what they want to eat, and they are encouraged to see to their own coats and shoes when they arrive at pre-school. This helps them to develop their early self-help skills needed for future school life.

Children enjoy stories and listen well. They eagerly ask questions as they play. For example, whilst making their snowmen, they constantly talk about what they are doing and ask questions about snowmen and the resources. Children confidently make marks on the whiteboard or chalkboards as this is valued by staff. They use

and develop their small muscles and hand-eye control in all that they do. For example, when threading with laces they concentrate as they make very precise movements. They enjoy climbing on the climbing frame and learning how to use the hula hoops with moving their bodies. Although currently the setting does not have an outside play area, the children are taken out most days for walks in the fresh air which helps to strengthen their leg muscles. Children confidently count within their play and talk about the different shapes that they see. They complete jigsaw puzzles, which aids their problem-solving skills. Children are confident with the use of information communication and technology. They work through programmes on the computer. Part of their registration routine is to talk about the day of the week, date and weather, which helps children understand about time and the environment. Children enjoy singing and learning new songs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	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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