

Little Stars Pre School

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Mill Primary School, Ifield Drive, CRAWLEY, West Sussex,
RH11 0EL

Telephone number 07975 752798

Email

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

Little Stars Pre-School is a privately owned facility that was registered in 2011. It operates from a self-contained building within the grounds of Mill Primary School, Crawley, in West Sussex. There is disability access to the building. Children have access to a large activity room and separate toilets. They also have the use of a secure, enclosed outdoor play area and the school grounds. The pre-school provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register. The pre-school may care for no more than 26 children in the early years age group from two to under five years of age. Of these, none may be under two years at any one time. There are currently 46 children on roll, of whom, 26 three to four year-olds receive funding. It is open each weekday from 8.45am to 11.45am and from 12.15pm to 2.45pm, during term time. There is an optional lunchtime session which runs from 11.45am to 12.15pm. Children come from the surrounding area and attend for a variety of the sessions on offer. There are seven members of staff who work with the children. Of these five hold a National Vocational Qualification at Level 3; one is working towards a NVQ at Level 3; and one is working towards a NVQ at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The good quality of the provision enables the children to achieve well because activities are interesting and well-organised. Staff know the children well and take into account their individual needs and interests. Partnerships with parents and carers are outstanding and there are good links with the host school and outside agencies. Children behave very well and are included fully in indoor and outdoor play, although opportunities to use technology and the natural environment are less well developed. The manager and staff have a good knowledge of the pre-school's strengths and areas for improvement, and demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the range and use of technology to support children's learning and development
- develop opportunities for children to explore and investigate their natural environment.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well because staff have a very good understanding of safeguarding and child protection procedures. Comprehensive policies and procedures are fully implemented. Risk assessments are carried out daily to ensure the environment is kept safe. Parents and carers follow rigorous procedures when collecting their children. Staff are deployed effectively in the indoor and outdoor environments. There are robust staff recruitment and vetting procedures in place to check the suitability of adults having contact with the children. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. The pre-school is well-led and managed. There are good self-evaluation systems in place which ensure that improvements have a positive impact on children's experiences. The manager and staff value the views of parents and carers, and take these into consideration when identifying future developments and activities. Staff meet regularly to discuss planning and assessment and demonstrate good ambition and drive. They clearly identify what works well and areas for development, such as the layout and organisation of the outdoor area, and monitoring the progress children make over time. Staff make effective use of a good range of resources to meet most of the needs of the children. However, resources, such as the digital camera and other technology are more limited which impacts on children's learning and the development of skills to record and share their experiences. Planning shows that opportunities for children to explore and investigate their wider natural environment are not fully developed. There is exemplary promotion of equality and diversity in activities. Staff ensure that children are fully integrated into activities, including those with special educational needs and/or disabilities, and those who speak English as an additional language. Children have an excellent understanding of other lifestyles, customs and food, such as China and the Chinese New Year and India, involving staff and parents. Good progress has been made in monitoring, planning and evaluating the children's experiences. Partnerships with parents and carers are outstanding. They are kept very well-informed of special events and activities through newsletters, informal discussions and the parents' notice board. Feedback from parents indicates that staff are very approachable, welcoming and caring, and children achieve well in a fun-filled, nurturing environment. Key staff monitor the children's achievement and progress and share this information daily with parents and carers. Parents and carers are very supportive of the children and make valuable contributions to Indian and Italian food tasting experiences. The relationship with the host school is good and the children benefit from the use of the outdoor area and field. Information is shared effectively to ensure children experience a smooth transition into full-time education. Staff have developed strong links with outside agencies who help to support children with special educational needs and/or disabilities in their learning and development.

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

Children benefit from well-organised indoor and outdoor play. Staff value the children's ideas and include these in their planning. Children achieve well and enjoy learning through topics such as 'Winter', 'Snow' and 'Italy'. Staff evaluate the achievements of the children regularly and use these to inform their planning and learning.

Children behave extremely well and share resources sensibly as they blow bubbles and search for letters in sand and water. Staff have high expectations and are excellent role models with a consistent approach to managing their behaviour. They boost the children's confidence and praise their individual achievements and efforts. Children develop excellent self-esteem and respect the rules and boundaries. All children participate in activities, including those with special educational needs and/or disabilities, and those who speak English as an additional language. They are given an outstanding appreciation of other cultures. Staff and parents talk to the children about lifestyles, customs, dress and food in India, China and Italy. Children taste rice and noodles, make moon cakes and perform a dragon dance as part of their Chinese New Year celebrations. These interacting experiences help to enrich their understanding of the wider world.

Children develop a good understanding of keeping themselves healthy. They learn how to make healthy choices at snack time and eat a wide range of fruit and vegetables. They develop their physical skills well as they climb, balance and ride their pedalled vehicles. Children know that exercise helps them to grow strong. They have a good understanding of keeping themselves and others safe. Children use tools safely as they make pizzas with healthy toppings and prepare their own sandwiches. They benefit from talks on road and fire safety from staff and the police and fire services.

Children are keen to come to the pre-school and respond well to the care and support they are given. Their communication, language and literacy skills are developed well through discussions. They enjoy listening to the story of the 'Three Little Pigs' and re-telling it through role play. Most children can count up to ten and beyond and enjoy identifying two-dimensional shapes indoors and outdoors. Their creative skills are developed well as they print colourful patterns with fruit and vegetables and mix colours to paint their own self-portraits. Children tunefully sing songs such as 'Five Currant Buns' to practise their counting skills. They have fun searching for dinosaurs and treasure in the sand, building snowmen and being pulled along on sledges by staff in the snow. The children benefit from talks from visitors, such as the chef from the Indian restaurant. Their literacy skills are developed well through their work on letters and sounds and they practise writing their letters in sand and foam. Overall, children are prepared well for their future learning experiences.

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	1
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	1

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	1
The extent to which children develop skills for the future	2

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