

# Little Stars Preschool

Inspection report for early years provision

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**Unique reference number** EY359268  
**Inspection date** 29/02/2012  
**Inspector** Katherine May

**Setting address** c/o Yarlside Primary School, Redoak Avenue, BARROW-IN-FURNESS, Cumbria, LA13 0LH  
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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.

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## Description of the setting

Little Stars Preschool is managed by a committee and operates from the portacabin situated within the grounds of Yarlside Primary School in Barrow-in-Furness, Cumbria. The provision consists of an entrance cloakroom, a spacious activity room, a small activity room, a kitchen area, toilet facilities and a store room. Children have access to a secure outdoor play area.

The pre-school is open from Monday to Thursday between 9am and 3pm and on Friday until 2pm during term time. Children attend for a variety of sessions. The preschool supports children for whom English is an additional language. It serves children from Barrow-in-Furness and the surrounding area and is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children aged from two to five years may attend at any one time and there are currently 42 children on roll.

There are four members of staff who work with the children, all of whom hold level 3 early years qualifications. The manager and another member of staff have both achieved Foundation Degrees in Early Years. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A thorough knowledge of individual children's needs and interests enables staff to promote their welfare and learning. Children are safe and secure, they are keen to participate with learning and cooperate eagerly with staff and one another. Partnership with parents and wider partnerships are developing in a positive way. Appropriate additional support is put in place when needed and children make good progress in relation to their starting points. Regular and overall effective self-evaluation by the manager and staff generates action priorities that are timely, appropriate and enthusiastically implemented.

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

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

- enhance partnerships with nearby schools and other care settings to increase sharing of children's progress towards the early learning goals and more fully support children's transition to reception classes
- develop ways to effectively share information with and include parents for whom English is an additional language in order so that they can further support their children's learning.

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

Children are well safeguarded and secure at the pre-school because policies and procedures are embedded to ensure their safety and well-being. Records are thoroughly kept and information routinely shared with parents. Regular risk assessments take place and records kept to ensure that the building and all activities are safe. Evacuation practises take place to ensure that children learn what to do in an emergency. The pre-school manages resources very effectively to provide a play and learning environment that is interesting, stimulating and varied. Children can choose freely from the wide range of toys, equipment and activities inside and outside, irrespective of the weather or season.

The pre-school is aware of its strengths and areas for improvement, with staff keen to undertake appropriate training to take plans forward. For example, a particular communication training course has prepared staff to fully include a child with special educational needs and/or disabilities. Termly self-evaluation by staff ensures that progress is efficiently tracked over time for provision and management matters. Peer supervision and appraisal support the maintenance of high quality practice across the staff team.

Warm and trusting relationships with parents develop over time and allow relaxed sharing of information between home and pre-school regarding children, their welfare and learning. However, ways to share information with and include parents for whom English is an additional language have not been fully explored. Where children have special educational needs and/or disabilities, the pre-school acts promptly to liaise with external agencies in order to provide appropriate support and ensure good outcomes for individuals. However, opportunities to nurture relationships with future primary schools are not maximised.

The pre-school provides opportunities for children to learn about their own community and other cultures of the world in meaningful and fun ways. Staff appreciate the differences between boys and girls and positively encourage all children to learn and develop according to their own preferences and dispositions. Staff know children very well indeed and an effective keyworker system ensures children to receive the individual attention and support for learning that they require.

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

Children happily spend their time at pre-school because staff are emotionally warm and support children to follow their own interests and ideas. For example, when playing with a floor-based road track, children are helped to add vehicles and miniature characters that enhance their imaginative game. Children develop secure relationships with staff and each other because key workers take time to get to know individuals and include them fully from their first days at pre-school. Children show considerable independence and move around confidently to choose activities

and meet their personal needs.

Children develop a good understanding of how to live healthily and make healthy choices. They are able to help themselves to water, milk and fruit snacks throughout the session, with staff close by to help if needed. Children enjoy nutritious lunches, freshly cooked at the adjacent school or provided by parents with guidance from the pre-school. Irrespective of the weather or season, children are eager to be outside, playing energetically on wheeled vehicles, climbing apparatus or more leisurely with sand and water. A walk around the school field and nearby allotment enables children to learn about nature and the seasons. At circle time, they talk about the red berries they have seen and how they will make them poorly if eaten. They look at photographs of the earthworm which some of them touched. They are fascinated by the sound recordings they made of birdsong and their own singing in the open air.

An abundance of images and environmental print across the setting supports children's understanding that words convey meaning. Exciting areas of activity in the pre-school support children's learning of literacy and numeracy. For example, in their 'travel agency' posters invite travel to Australia or Africa. Children write out and issue tickets for journeys as well as receive payment for each holiday. Critical thinking is promoted and extended by interesting activity, such as putting polar bears and penguins in a trough of cold water and floating ice. Detailed and quick observations are noted and used to plan meaningful learning opportunities appropriate to individuals. Consequently, most children make good progress in relation to their starting points.

Because staff demonstrate care and concern for the children, they show these attitudes to one another and behaviour is good. For example, children work together at the computer. They amicably agree which game to use next with help from a member of staff, who explains their choices. Children develop good awareness of different cultures and other countries of the world because staff introduce diversity in fun ways that are meaningful to the children. For example, Chinese New Year is celebrated with a banquet and a takeaway.

## 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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met