

# All Stars Pre School

Oakley Hall, 8 Castle Street, HIGH WYCOMBE, Buckinghamshire, HP13 6RF

## Inspection date

Previous inspection date

11/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- At the beginning of the term new children are supported well by staff and existing children are given time to re-establish themselves within the setting.
- The successful implementation of the key person system means staff know the children in their care well. Trusting relationships are formed with parents who are happy with the service provided and feel their children make good progress.
- Children have many opportunities to express themselves creatively through dressing-up and role play scenarios and by singing familiar songs and action rhymes.
- Children behave well as staff provide good role models and encourage sharing, turn taking and good manners.
- The bright and stimulating environment is well resourced and provides plenty of opportunities for children to move and play freely as they engage in a range of interesting activities.

### It is not yet outstanding because

- During whole group story times children do not listen attentively and pay attention to what is being said.
- Children are not always encouraged to explore the technological toys available and gain an understanding of how they work.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- I met with the Registered Provider
- I sampled a range of written documentation
- I observed the children at play
- I spoke to several parents including those of the children I tracked
- I spoke to staff and volunteers

## Inspector

Sonjia Nicholson

## Full Report

### Information about the setting

All Stars Pre-School is privately owned. It re-registered in 2012 after previously being managed by a committee since 1977. It operates from Oakley Hall in the centre of High Wycombe in Buckinghamshire and attracts children from the town and surrounding areas. Children have use of a large hall with several toilets and a separate area for food preparation. The pre-school is registered on the Early Years Register. There are currently 28 children on roll who are all within the early years age range. The pre-school receives free early education for three- and four-year-olds. It is open Monday to Friday during term times only from 9.30am until 12.30pm. The owner/Play Leader works with the children each day and holds a childcare qualification. She employs four other staff who all hold

qualifications to either level 2 or 3. Systems are in place to support children with special educational needs and/or disabilities and for whom English is an additional language.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Encourage children to listen attentively during whole group story times and help them understand why it is important to pay attention when others are speaking
- Support children's use of technological toys by talking about how things work and commenting on what it can do, what they can do with it and how to use it safely.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children take part in a range of activities that cover all areas of learning and provide positive challenge and interest. Upon entry to the setting, the staff carefully establish children's starting points for learning. Staff use these well to plan specific activities based on children's interests and matched to their needs. Staff monitor children's progress through a range of on-going observations. They effectively share this information with parents who are encouraged to become involved in their child's learning. For example, by adding their input about what children can do at home.

Staff support children consistently well in developing new skills and a positive attitude towards their next stage of learning. For example, children enhance their physical skills in a variety of ways. The spacious setting provides opportunities for them to travel confidently on a selection of ride-on toys designed to increase their co-ordination and control. Children mount the steps of the climbing frame, run down the small slope before jumping 'high' and landing appropriately. Children communicate freely with known adults. They comment about what is going on and often initiate conversations. Children mimic real life by using telephones in the role play area. They engage in imaginary conversations, for example, saying 'my mummy's calling' and 'it's for you'.

Most children listen and concentrate well when speaking to adults on their own but during whole group times many do not listen intently. Staff do not always gain their attention so they learn how to behave when someone is speaking. The majority of children appear happy and settled, and enjoy their time within the setting. They are encouraged to be independent and complete tasks by themselves. For example, they hang their coat up, go to the toilet and pour their own drinks at snack time.

Children take great delight in dressing-up in a variety of outfits and the well-equipped role

play area provides a place for them to express themselves creatively. Children are acquiring a growing repertoire of nursery rhymes and action songs, which help them learn new vocabulary and encourage repetition and rhythm. Some children join in a session with the volunteer pianist at the start of the session and all of them sing at the end the session. Children show a strong interest in the range of technological toys. However, staff do not support and extend their skills by talking about how things work and commenting on what it can do, what they can do with it and how to use it safely.

### **The contribution of the early years provision to the well-being of children**

A well-established key person system helps children form secure attachments and promotes their well-being and independence. Transitions are managed well with pre-visits and induction sessions organised for new children to help them familiarise themselves with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. Existing children returning after the summer break are given time to re-establish themselves and build their confidence. For example, children are able to play for the majority of the session with a favourite toy.

Staff are good role models for behaviour. They do not raise their voices to the children or between themselves and deal effectively with minor squabbles. They encourage children to share and take turns and as a result children behave well and play cooperatively. Staff place a high emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you'. They explain that saying 'excuse me' is the best way to attract someone's attention rather than tugging at their arm. They offer plenty of praise to boost children's confidence and self-esteem. For example, they say 'well done' and provide stickers and applause at the end of the session for the 'Star of the Day' in each group.

Children play safely in the bright, stimulating environment. Hazards have been fully risk assessed by staff and appropriate measures taken to keep children safe. For example, by setting up a barrier to prevent them accessing the door and ensuring fire exits are kept clear. Staff provide high levels of supervision and are especially vigilant at the beginning and end of the session. Children demonstrate they feel safe as they confidently move around the setting and develop strong relationships with adults and peers. The setting provide substantial healthy snacks and drinks. For example, children tuck into sliced banana, dried cereals, and bread and butter with milk or water to drink. As the setting does not have its own outdoor area, staff take children on regular walks to the local museum gardens. Here they can run freely, play games and explore the natural environment.

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

All staff have a secure understanding of the areas of learning and how children learn. They monitor and evaluate the curriculum to ensure it includes children's individual needs and a wide range of activities and experiences. Consistent planning and assessment means staff know the children well. They ably move them on to the next stages in their learning, such as, increasing their vocabulary and helping them join words together to make sentences.

The owner/manager understands the safeguarding and welfare requirements and ensures all staff are familiar with and implement the policies and procedures in place. This helps ensure children remain safe at all times. Staff work closely with outside agencies to help families in crisis and are knowledgeable about the referral process and subsequent support on offer. Through on-going professional development staff gain new qualifications and develop their skills, knowledge and understanding.

Parents and staff are involved in the self-evaluation process, which recognises the settings strengths and areas for development. The owner/manager is working closely with the church hall committee to enhance the environment by adding more boards to display children's work. Parents value the service provided and offer high praise for the staff who they feel know the children well. Parents feel children make good progress, especially in their communication and language skills and personal, social and emotional development. For example, by helping them overcome their shyness and make new friends.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

registration.

Not Met                      The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

**Inspection**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

**Setting details**

<b>Unique reference number</b>	EY445282
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	785568
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Balvir Bermi
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07717 043900

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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