

# Little Stars Pre School

14 Station Road, Earl Shilton, LEICESTER, LE9 7GA

<b>Inspection date</b>	09/11/2012
Previous inspection date	12/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- A stimulating indoor environment and regular visits to the park ensures that children enjoy their learning through a broad range of experiences.
- Staff skills are regularly updated through professional monitoring and regular appraisals ensuring they are sensitive to children's individual needs to enable them to make good use of the many learning opportunities provided.
- Good emphasis is placed on children's learning so they are provided with skills for the future. They are growing towards independence and are considerate of the needs of others.
- Safety is given high priority. There are effective systems in place for the safe management of the playrooms and visits to the local park. Children learn how to manage their own safety through effective routines and procedures.

### It is not yet outstanding because

- There is further scope to improve the introduction of new vocabulary during adult-led group activities to enable children to better describe and talk about their observations and experiences.
- The system for the self-evaluation process is developing well but there is further scope to include the opinions of children, parents and staff to drive forward improvements that fully reflect their needs.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector discussed the organisation of the inspection with the manager on arrival and held meetings with the manager during the inspection.
- A joint observation of an adult-led group activity was completed by the inspector and the manager.
- A number of parents were spoken to on the day of the inspection and the inspector took account of their views.
- The inspector looked at children's assessment records and other documentation.
- The inspector observed activities indoors and during an outing to the local park.

## Inspector

Susan Rogers

## Full Report

### Information about the setting

Little Stars Pre-School is a privately owned provision. It opened in 2009 and operates from three rooms on the first floor of a two-storey community building. The pre-school is accessed using a ramp at the front door and a staircase to the first floor. It is situated in the centre of the village of Earl Shilton in Leicestershire. The premises do not have an

outdoor play area but there are regular opportunities for children to visit the local park.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children from two years to under five years on roll. The pre-school is in receipt of funding for early years education. The pre-school is open Monday, Wednesday and Friday from 9.30am to 2.30pm during term time. Children who attend live in the local and surrounding areas. The pre-school supports children who speak English as an additional language and children who have special educational needs and/or disabilities. The provider employs four staff, all of whom hold appropriate early years qualifications. Of these, one member of staff has a level six qualification. The pre-school is supported by the local authority.

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

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

- improve introductions of new vocabulary during adult-led group activities to enable children to better describe and talk about their observations and experiences
- improve the process of self-evaluation to ensure it demonstrates that it is the result of careful monitoring, analysis and challenge, and includes the views of children and parents.

### **Inspection judgements**

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

Children thoroughly enjoy their learning at this well-resourced and interesting pre-school. Staff have a good understanding of the Early Years Foundation Stage framework and provide a challenging and stimulating environment, where children are eager to engage with activities they enjoy. Children make good progress in relation to their starting points as there are plentiful opportunities for them to choose their play activities so they can follow their individual learning preferences. Each child has a well-presented learning journal that is illustrated with photographs and summary evaluations of their progress. Staff use these well to plan for children's individual next steps and ensure their learning covers the depth and breadth of the educational programme. Parents contribute to children's learning by including their own assessments in diaries and having easy access to their child's assessment records. Children also have easy access to their learning journals and enjoy looking at these and commenting on their favourite activities.

The educational programme ensures the children are offered interesting and challenging

experiences across the seven areas of learning. Children have good access to computers and technological equipment that supports their understanding of the world. They regularly visit the local park where they develop an awareness of how to manage their own safety. They thoroughly enjoy the additional physical challenges as they use swings, roundabouts and climbing equipment. Seasonal changes are observed as children collect leaves for further investigation and enjoy the sensation of walking through fallen leaves as they return to the pre-school. They notice the changing seasons and appreciate why they need to dress warmly before going out. Children's independence is promoted very well. They are developing skills such as putting on their own coats and boots and helping to tidy up when it is lunch time. The interesting environment encourages children to choose activities that interest them and play independently. They enjoy exploring the sensory area where they select from a range of musical instruments and experiment with the sounds they make. Their awareness of number and mathematical language is promoted throughout all activities as children count purposefully and compare size and volume when using malleable materials.

Children communicate effectively. They listen attentively during story time and offer their opinions. Children become aware that written words have meaning as adults sit and read books with them. Their vocabulary is promoted well; however there is scope for children to be introduced to wider range of descriptive words so they are able to further describe their experiences. Children chat happily to each other. Staff are caring and demonstrate high levels of commitment as they support children. The key person system is well established so that staff know the children in their care well and plan for their individual progression. As a result, children form positive and trusting relationships with staff and are developing friendships with other children. Children behave well and are learning how to consider the needs of others. Adults are good at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This contributes to the building of good relationships and listening skills. Children have plenty of opportunities to be creative. They carefully ice biscuits with red glitter sugar and icing to celebrate Remembrance Day and use a broad range of malleable materials. Feedback at the end of each session is designed to ensure parents are well informed of their child's progress so they are helped to share children's progress in their learning and development made at home.

The premises are well organised to provide interesting learning opportunities and engage children interest. Resources are stimulating and feature a wide range of materials. Water play is presented in a variety of containers so this varies children's experiences. Natural materials, such as autumn leaves and small stones, are available which stimulates children's creativity. They use stones to enhance their imaginary play with small world people; counting, stacking and comparing their size and shape. The most is made of the indoors with colourful and stimulating areas that are well organised so children can both explore and concentrate on the activities provided.

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

The well-established key person system ensures every child is included and supported well. Staff are successful in closing gaps in children's achievements and parents have

strong links with their child's key person. Children behave very well; they are learning to share and take turns and play well together. Staff are good role models and prompt positive behaviour through explanations so that children are learning right from wrong. Children take responsibility in the pre-school by helping to tidy away and clearing up after their packed lunch. They learn about good hygiene routines, helping themselves to tissues if they have a cold and know where they can get a drink of water when they are thirsty. They enjoy a range of healthy snacks that helps them understand a healthy lifestyle. The short walk to and from the local park provides children with skills that prepare them for future life.

Safe organisation enables children to walk to and from the park and observe aspects of everyday life, such as a passing ambulance and features of their local environment. Outings to local shops and the library further promote children's confidence and life skills. Staff skilfully support children in learning how to keep themselves safe. For example, they encourage children to enjoy the challenge of climbing when they are at the park and also remind them to take care and not overstretch their abilities. Children are growing in confidence and learning to make their own choices and decisions.

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

Children are welcomed into a warm, friendly setting, where their individual needs are consistently met. They easily explore their interesting surroundings demonstrating that they feel safe and secure. Staff are skilled in liaising with outside agencies to secure additional support for children who have an identified need. This ensures that all children are included and none are disadvantaged. Staff understand all safeguarding procedures and know how to respond if there are concerns in respect of a child's care. Staff have attended training and share updated knowledge and awareness of safeguarding strategies. The risk assessment demonstrates how safety is prioritised and staff supervision and vigilance as children play and explore further protects their safety. Clear procedures are in place for the recruitment and vetting of staff and this ensures all adults working with the children are suitable. Regular appraisals for staff, monitoring, support and access to training promotes their professional development. The staff team are supportive of one another and are committed towards promoting children's learning and contribute fully to the planning of children's activities.

There is a system in place that drives forward the progress made in the pre-school. However, there is further scope for this to demonstrate that progress is the result of careful monitoring, analysis and seeking the views of children and parents. Regular staff meetings ensure that information is shared and that all staff are included in making decisions. Children are supported in their transitions as they transfer to local schools. Teachers visit the pre-school and children in turn are invited to visit the school that they transfer to. Effective partnerships are in place between additional agencies as staff are aware of the support they can provide. Positive partnerships between the pre-school and parents ensures information regarding children's progress is shared. Parents are kept informed about daily routines and the activities their children have enjoyed. Parents speak highly of the pre-school and state their children are happy to come and have made very

good progress. They have confidence in the standard of care their child receives, and in their child's preparation for the future. Children are learning about the wider society and differences through activities and resources that show positive images of diversity.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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>	EY398536
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	875106
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Lynsey Alisson Allen
<b>Date of previous inspection</b>	12/05/2010
<b>Telephone number</b>	01455 841951

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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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