

Shining Stars

Vocational Education & Training, 6 Randal Street, BLACKBURN, BB1 7EG

Inspection date	11/01/2013
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's emotional well-being is being nurtured by the positive interactions of the staff so children are eager to learn.
- Children's language development is promoted through the use of stories, singing, action rhymes and discussions with the staff.
- The setting has developed sufficient relationships with parents. They comment on the approachability of staff and their ability to respond to their wishes.

It is not yet good because

- Information from observation and assessment is not consistently used to inform the planning of challenging activities and experiences for individual children, to ensure that they make best progress.
- There are few opportunities offered outdoors to support children to learn about the importance of fresh air and how to extend physical exercise in the natural environment.
- The management do not have effective monitoring procedures in place to ensure that effective use is consistently made of information gathered from ongoing observations and assessments of children's learning.
- Improvement planning lacks rigour in its ability to demonstrate clear links between self-challenge and its impact on raising outcomes for children.

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

- The inspector observed activities and practitioners' interaction with the children throughout the inspection.
The inspector sampled documentation in relation to children's progress, learning journals, assessment and planning documents. Other documentation sampled included policies and procedures to reflect safeguarding and welfare requirements.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the registered provider, the manager, practitioners and a number of parents.

Inspector

Hilary Boyd

Full Report

Information about the setting

Shining Stars is one of four pre-schools privately owned by the registered provider. It was registered in 2009 on the Early Years Register. It operates from the ground floor of a community centre, close to the centre of Blackburn, Lancashire. The setting has sole use of the pre-school room with the kitchen, toilets and storage facilities. There is no outdoor play area on the premises, although children participate in outings in the local community on a regular basis.

The pre-school opens Monday to Friday from 8am to 6pm, all year round. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The pre-school provides funded early-education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The pre-school employs a total of nine childcare staff who work directly with the children, all of whom hold an early years qualification. The pre-school receives additional support from an Early Years Professional.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information from ongoing observations and assessments is consistently used to inform the planning of challenging activities and experiences to extend individual children's learning across the prime and specific areas of learning
- provide further opportunities for children to access outdoor play activities on a daily basis.

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

- develop the cycle of improvement planning to clearly demonstrate how identified priorities for improvement are carried out and raise outcomes for children
- implement an effective system to monitor planning and assessment, to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress.

Inspection judgements

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

Staff have a sound knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They can adequately identify where their key children are at, using an assessment booklet based on the age bands within the document 'Development Matters in the Early Years Foundation Stage'. Staff gather information about children's needs and abilities when they enter the setting through observations and discussions with parents. They use this information to identify

targets for next steps in development. However, evaluation of ongoing observation and assessments is not sufficiently robust which means that pertinent information cannot be used to support the planning of challenging activities that extend individual children's learning. As a result, children do not make better than satisfactory progress.

Children enter the setting and separate from parents with ease as they are warmly welcomed by staff. Children and staff gather together to share registration time. Staff use this opportunity to raise awareness of children's understanding of the world through discussions about weather, time and religious beliefs. Children make informed choices of activities during free-play as staff remind them of resources and planned activities available. This encourages children to learn by leading their own play, and by taking part in play activities guided by adults. Babies and younger children are developing skills to support future learning as resources to stimulate their senses and early physical skills are provided.

Children develop a sound understanding of language development through the use of books. They eagerly listen to their chosen stories in the book area where they enjoy and learn to develop their own storytelling skills. Opportunities to develop communication skills are supported through various activities, including songs and rhymes. For example, staff carry out activities linking rhymes to objects, resulting in the development of confident speakers and listeners. Staff listen to what children are saying and respond in a positive manner.

Children are encouraged to develop an awareness of mathematics during their play. For example, staff provide group activities using mathematical resources to develop an understanding of shape and calculating numbers. Staff repeat counting rhymes to help the development and reinforcement of children's understanding of numbers. Children develop their creative skills by using paints, sponges, brushes and a basic range of pencils and felt-tip pens. They express themselves creatively as they dress up using the range of outfits available. They use available resources to create props to support their role play, for example, small world resources to represent different food. Parental contributions to children's learning are satisfactory. They are given opportunities to discuss their children's learning through informal discussions, alongside contributing their views to the progress check at age two.

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

Children are settled and content in the setting because staff focus on the emotional well-being of children during the settling-in process. Children are developing relationships with their key person through positive and responsive interactions alongside regular key group activities. This gives younger children opportunities to spend time developing bonds with meaningful adults. Staff provide a consistent approach, modelling interactions, offering encouragement and responding to children's requests. As a result, children are learning to treat others with respect and to share, this contributes towards building relationships with their peers. Staff promote a positive approach towards behaviour and value achievements

through weekly celebrations, thus promoting children's understanding of values and individual self-esteem.

Children are introduced to aspects of keeping themselves safe through regular involvement in fire evacuation drills and visits from the local lollipop person. Children learn about healthy lifestyles through discussions about healthy food at snack and lunchtimes. Fresh food is cooked on the premises and children who attend all day are provided with a hot meal. Children come together socially in their key groups where they share their snack alongside their key person. Staff are consistent to remind children of manners and their use of personal hygiene routines during the day. Children develop fine motor skills as they complete jigsaws and carry out early mark making activities. Large movement skills are supported through routines that focus on action rhymes and movement. However, access to outdoor play activities is limited. As a result, children are not learning the importance of regular fresh air and physical exercise as part of a healthy lifestyle.

The setting welcomes children from the local community. They are able to learn about equality and diversity through routines reflecting their religious beliefs. Children whose home language is not English develop communication skills as staff are knowledgeable of the languages spoken and visual displays reflect the range of languages used in the setting. Parents are encouraged to support settling-in procedures, as staff spend time with parents to find out information about the child. The pre-school invites teachers from local schools to visit and they use this opportunity to share information about individual children. These strategies enable the staff to support children's smooth transitions between home, the pre-school and on into school. Children are confident to initiate their own play as they select resources organised in the accessible environment. The range of resources and planned activities provided sufficiently cover the seven areas of learning and development and meet the needs of the children attending. Children confidently move around the room, exploring the different areas of provision.

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

The manager demonstrates a sound understanding of the responsibility in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager generally monitors practice through peer observations and regular meetings with staff. Feedback supports staff in planning appropriate next steps for children. However, ongoing observation and assessment is not monitored robustly enough to ensure the effective use of the information gained so that children make best progress.

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are appropriately understood by the manager and staff. All documentation is in place and written policies are regularly reviewed and updated. Relevant training has been carried out by the designated safeguarding officer in the setting and further training for staff is identified as an organisational need. Parents' understanding of safeguarding procedures have improved since the previous inspection with the development of a display, and they receive copies of relevant policies when

children start at the setting.

Those leading and managing the setting recognise that the self-evaluation procedures require further development. They use different quality rating tools to identify priorities for development. However, systems to demonstrate the effectiveness of improvement planning to show achievement and the impact on children, are limited. Parental views are sought through regular questionnaires and actions are addressed promptly. For example, staff routines have changed to allow parents more opportunity to speak to their child's key person. Links are made with local schools, and children who attend other early years settings are supported through informal discussions.

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

Unique reference number	EY387337
Local authority	Blackburn
Inspection number	821710
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	78
Name of provider	Riyaz Atcha
Date of previous inspection	19/05/2009
Telephone number	07930989538

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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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