

Staple Hill Stars Pre-School

Page Road, Staple Hill, Bristol, South Gloucestershire, BS16 4NE

Inspection date

Previous inspection date

21/01/2013

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

- Children enthusiastically engage in a broad range of experiences in a well-organised and stimulating learning environment.
- There is effective support from staff to challenge children's learning. They listen carefully to children's ideas and plan interesting activities so that all children, regardless of their starting points, make good progress towards their next steps in learning.
- Parents receive a wealth of information and are actively involved in supporting their children's learning and development.

It is not yet outstanding because

- Some further attention is needed to support children learning English as an additional language to further promote their communication skills.
- The pre-school is a new early years setting. As yet they have not had the opportunity to fully embed self-evaluation and performance management processes such as, the monitoring of staff to improve practice.

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 interaction between staff and children during their play inside and outdoors.
- The inspector held discussions with children, staff, parents and the owners of the provision at appropriate opportunities during the inspection.
- The inspector sampled a range of documents including children's 'play to learn' assessment records, policies and procedures.
- The inspector gave ongoing feedback to the owners and gave a summary of findings at the end of the inspection.

Inspector

Rachael Williams

Full Report

Information about the setting

Staple Hill Stars Pre-school registered in 2012. The group is situated in a converted Victorian school building close to the children's centre and primary school in Staple Hill, Bristol. Children have access to an enclosed outdoor area.

The pre-school is registered on the Early Years Register. They currently have 52 children on roll. They open term time only Monday to Friday from 9am until 3pm. The group are in

receipt of free early education for three and four year old children. Children with special educational needs and/or disabilities and children who are learning English as an additional language are supported.

The pre-school is privately owned; one of the owners is a qualified teacher and the other holds a level 3 early years qualification. The owners employ four members of staff to work directly with the children. Of these, three staff hold appropriate early years qualifications to level 3, and one is qualified to level 3 as a teaching assistant. An administrator and cleaner are also employed.

What the setting needs to do to improve further

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

- extend opportunities for children who learn English as an additional language to practise and develop their spoken English, for example by sharing rhymes, books and stories particularly in their home languages
- strengthen the current self-evaluation and monitoring processes to support continuous improvement, for example, identifying and sharing good practice within the pre-school.

Inspection judgements

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

Children are engaged in a broad range of experiences and are able to make decisions for themselves in the well organised and stimulating environment. Knowledgeable staff support children well and challenge them effectively. For example, when playing with play dough children use tools productively and talk about what they are doing. Staff encourage children to count and to recognise the numbers on their frying pan play mat. When asked about these children say 'I need four' 'I have three balls' and 'I use a knife to cut one ball'. Children enthusiastically participate in number rhymes. Staff have good knowledge of how children learn and use different strategies to support them to acquire mathematical skills such as, repeating the numbers, counting and drawing the number.

Children enjoy familiar stories. For example, children select the books the librarian reads to them when she visited. Children thoroughly enjoy reading stories and identifying any rhyming words. They are inquisitive and ask questions about the illustrations. Staff listen carefully and model appropriate language and vocabulary in their response. Staff give

children the opportunities to talk at group time and share their experiences. Children show their understanding of safety as they describe their journey to pre-school and how they need to be careful on the slippery ice.

Staff give children every opportunity to be creative and imaginative. For example, children investigate the paint making decisions for themselves. They mix the paint to create new colours and explore their own ideas. They use tools and their hands to create the desired effect. Children say 'it's a blue, yellow and pink car. I'm making it with my hands'.

There is focused support for children with special educational needs. The key person system works well and staff promptly identify any concerns. Staff develop individual educational plans in conjunction with professionals and parents to enable all children to make progress through targeted support. Children learning English as an additional language are making positive progress in relation to their starting points. However, there are few positive images, books, rhymes, songs and written phrases in their home languages to support further their developing communication skills.

Detailed planning identifies specific activities to support children's learning priorities and ensure that staff make relevant observations. There is a good balance of child-initiated and staff-led activities across all seven areas of learning. Children are actively involved in planning the environment and staff listen to their ideas. For example, the staff and children are transforming the outside role-play area into a wand shop to follow children's interests. Parents comment that their children are 'stimulated and well looked after' by 'professional, competent and friendly staff'. The key person provides parents and carers with regular opportunities to look through their children's assessment records and share learning priorities. Staff provide parents with useful ideas to share with children at home such as, songs and 'smartie challenge'. There are clear procedures in place to monitor children's progression such as, through a tracking grid which gives staff information on any gaps in children's learning. Generally, children are working at an appropriate level or have made good progress from their starting points.

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

The classroom and outdoor area are organised well to provide children with a broad range of experiences. Low-level storage helps children to make independent choices about their learning. Parents comment that the 'outdoor spaces are excellent' and that children 'go out whatever the weather'. Therefore, children have regular opportunities to be outside and active. Children have a good sense of belonging and are keen to get their coats from named pegs by themselves. All attempt to put them on by themselves with appropriate support from staff to gain independent skills in preparation for their move to school. Children thoroughly enjoy exploring the outdoor area to find suitable objects to use as eyes, nose and arms for the snowman they have built. They follow instructions well to keep warm and move in a variety of different ways such as, stamping their feet. They become aware of safety through clear explanations from staff who explain that the snow is now too hard to throw. Children are aware of their own needs and some decide to go inside early as they are cold. Children follow good hygienic routines that the pre-school

have revised in accordance with current environmental health practices. For example, they are keen to wash their hands in running of warm water before they eat their snack. In addition staff identify that supporting children's oral hygiene and encouraging them to keep a record of when they brush their teeth will further support their learning. Staff prepare and provide children with a healthy fruit snack and sit nicely together while they eat. There is good information for parents on providing a healthy lunch box.

There is an effective key person system in place and staff have developed positive and caring relationships with the children through this. Children are becoming aware of routines. They listen carefully to instructions and are very helpful when it is time to tidy away. Staff interactions effectively support children to play cooperatively and they manage behaviour well. Children are actively involved in a broad range of experiences and therefore, there is little opportunity for them to become bored or disinterested. Staff deploy themselves well to ensure children's individual needs are met. For example, there is flexibility in routines so that children can complete jigsaws before they go outside.

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

The pre-school environment is very secure. There are effective systems in place to ensure that children cannot leave the premises unattended and that only authorised adults collect them. Staff complete comprehensive risk assessments regularly to assess and address potential risks to the children. All staff have received safeguarding training consequently, any child protection concerns are routinely shared and effective procedures followed to maintain children's well-being. There are good links with key agencies to support children's safety further. There are effective systems in place to ensure staff are suitable to care for the children. The owners and their staff have good understanding of the Safeguarding and Welfare Requirements and effectively implement policies and procedures to meet these.

Staff have established strong partnerships with parents and carers. They work well with parents, for example, together they develop and put in place strategies to help with toilet training. Therefore, staff support children effectively for their next stage in learning and to be more independent in readiness for school. Parents receive a good range of information such as, through the pre-school notice board and newsletter. They are fully involved in their children's learning and contribute the achievements children make at home through the 'we are all stars' board. Staff have established positive relationships with other early years providers. For example, the group ensure that relevant information and learning priorities are shared between parents and both early years provisions to maintain continuity in care.

Generally, there are effective systems for performance management to enable staff to have the correct skills, training and coaching to promote children's learning and development. All staff have receive supervision through their probation period and similar systems will be continued to maintain this effective programme. However, the owners have yet to implement a system to share good practice to influence consistency in

teaching strategies. The owners monitor the planning and assessment arrangements well to enable them to take positive action to make improvements. The owners and staff have acknowledged the need to promote further their self-evaluation systems and are currently completing a recognised local authority quality assurance scheme. There are good systems in place to identify the strengths and weaknesses of the provision. Plans for improvement are well defined in particular those to support children with special educational needs. The pre-school acknowledges that many attending children need further support to develop good communication skills. Therefore, appropriate training, Every Child a Talker, is being introduced. Parents' views are considered and staff are quick to address any concerns. For example, staff recently introduced a parents' evening as a more formal way of sharing children's achievements. Parents comment positively on their experience of sharing their children's 'playing to learn' records. For example, saying it's lovely to be able to see photos of your child enjoying lots of new things plus the flexibility to be able to see them was good'.

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	EY449018
Local authority	South Gloucestershire
Inspection number	810602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	52
Name of provider	Staple Hill Stars Pre-School LLP
Date of previous inspection	Not applicable
Telephone number	07582 903668

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

