

# Little Stars

Roughwood Primary School, Roughwood Road, ROTHERHAM, South Yorkshire, S61 3HL

## Inspection date

15/02/2013

Previous inspection date

23/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 strong partnership with parents and other agencies ensures each child's unique needs are known and effectively met.
- Children's language development is given high priority and staff support children's skills in communication and language particularly well, helping them to extend their vocabulary and speaking skills.
- Children are happy and settled and show enthusiasm as they confidently join in activities in small groups. They are equally happy to play independently with their favourite resources.
- The pre-school is well equipped both indoors and out. Children therefore have access to a wide range of varied resources to support their learning and development.
- The staff create a warm, welcoming environment for all children and their families. This means that children settle well.

### It is not yet outstanding because

- Occasionally, some activities do not support children to be independent active learners.
- Opportunities to encourage children's self-reliance and independence skills such as blowing their own noses are not consistently used.

## 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 children in the main playroom and outdoors.
- The inspector sampled a range of documents including children's files, planning, a selection of policies, procedures and the Ofsted self-evaluation form.
- The inspector held discussions with the manager and staff throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Catherine Mather

## Full Report

### Information about the setting

Little Stars was registered in 2010 on the Early Years Register. It is situated in the school building at Roughwood Primary School in the Kimberworth area of Rotherham. It serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs five members of staff. Of these, all hold appropriate early years qualifications at level 2 and level 3. The pre-school opens Monday to Friday from 9am to 12 noon during term-time only. There are currently 21 children attending who are within

the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide sufficient resources to support children's independence and active learning. For example, ensure they are given a choice of paint to further encourage their imagination as they create their own pictures
- review routines to support children's growing independence to do things for themselves, such as wiping their own noses.

### **Inspection judgements**

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

Children thoroughly enjoy attending this pre-school which provides them with a vibrant, welcoming and stimulating environment in which they learn through play. Staff plan and provide interesting experiences and activities that challenge children to make good progress. They use information that parents verbally share about their children's learning at home with their own knowledge of children's abilities within the setting. Staff keep parents well informed of children's progress, mainly through verbal exchanges on a daily basis. The recent introduction of a 'learning journey' provides parents with a photographic account of activities their children have enjoyed.

Staff know the children well and plan exciting activities and learning experiences. For example, children have tremendous fun outside as they ride around a track on trikes and sit on cars. They excitedly follow the arrows and watch the traffic lights saying 'stop' when they notice the red light. As a result, they are beginning to recognise key vocabulary in context. High priority is given to children's communication and language skills and the pre-school uses the 'Every Child a Talker' programme. This means they make the most of activities to support language development. For example, children join in with a singing session and choose which songs to sing by looking at picture cards of nursery rhymes which include written words and symbols. They join in with the actions and use finger puppets to bring the songs to life. Consequently, this also promotes children's listening and attention skills as they learn to pronounce the words correctly.

Staff regularly observe children; they know them well and plan activities around their

interests and individual needs. Staff discuss how they plan next steps in children's learning and work closely with parents in order to support learning at home. Regular observations and assessments take place and children are skilfully questioned during activities such as asking them to name the colours of pencils as they draw and how many they have used. This supports their learning and development and prepares them for the next stage in their learning.

Children describe what they do and think critically as they create their own ideas. They enjoy being creative and are provided with a space where any work in progress can be kept safely. For example, some children particularly enjoy making models out of large boxes and talk about needing 'lots of paper and glue' to cover the box. A small group of children enjoy painting and talk to each other about which colours they need to paint the grass. This means that children think about their painting and express an opinion of how they want it to look. However, sometimes they are not provided with a sufficient range of colours which limits their representations.

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

Children's personal, social and emotional development is well supported and they feel safe and secure as they begin to attend the pre-school. This is because of the close and effective partnership working between the staff and parents. Staff find out about children's likes, dislikes and care routines, which helps children to settle.

The health and welfare of children is supported as they enjoy a variety of snacks. Children take responsibilities for themselves as they come to the snack table when they are hungry and place their name card in a basket. They are familiar with routines, such as washing hands before eating and putting coats on for outdoor play. Children are developing good self-care skills as they wash their own hands. However, these self-care skills are not consistently promoted in regard to children wiping their own noses. This is because not all staff consistently allow children to try doing this for themselves, thus, this impacts on their developing independence.

Access to the outdoors area provides children with opportunities to develop their physical skills, through a range of activities. They develop coordination and social play through group activities such as building structures with large pieces of train track. As they take turns on trikes, children take a sand timer to staff and ask when they can have a go. This means children are beginning to have a sense of time.

Children behave well because well-established routines are in place to help children to predict and make connections in their learning. This helps them to understand what is expected of them. Children are developing good levels of self-esteem and demonstrate high levels of confidence because the pre-school celebrates efforts and achievements. For example, there is a 'celebrating achievements' wall, where children's work is displayed and discussed.

The pre-school has extremely good links with the primary schools and teachers visit the children prior to them beginning nursery and school. Children also visit the classrooms to

prepare them for change. As a result, children are extremely well prepared for starting school. Parents are very happy with the pre-school. They are kept well informed about the Early Years Foundation Stage and what their children are learning, via daily discussions with staff and regular newsletters.

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

All staff have a good understanding of how to protect children in their care. They know the procedures they must follow should a concern arise. There is a clear safeguarding policy in place and the pre-school takes their responsibilities to safeguard children seriously. All staff, including the designated person, have a secure knowledge of the procedures to follow if there are concerns about a child in their care. Children's safety is further protected because risk assessments are in place and the outdoor area is checked daily before children go out to play. All areas used by children are risk assessed to minimise the risk of injury. A robust vetting process is in place to check and monitor staff's suitability to work with children.

The manager and her staff have regular meetings to identify any weaknesses and areas for development. They have a good knowledge of the revised Early Years Foundation Stage. They make sure it is effectively implemented through observing children and completing next steps for children's future learning. This supports the progress children make towards the early learning goals, given their starting points.

The manager is committed and motivated to improving the staff's knowledge and learning. She ensures all staff have appraisals and practice is monitored and development plans are in place for future training. Self-evaluation is embedded and the manager is clear about the use of action plans to target areas for improvement and those which will have the greatest impact on teaching and learning. Parent partnerships are strong and they contribute to evaluations through the use of questionnaires and verbal exchanges. Their views and opinions are valued and acted upon and they are made very welcome by all staff. Partnerships with external agencies are securely established and the pre-school seeks support from the local authority and relevant health professionals. This results in children's needs being effectively met through a range of professionals, who all work closely together to benefit children's learning and development.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	EY414275
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	896299
<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>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Little Stars
<b>Date of previous inspection</b>	23/06/2011
<b>Telephone number</b>	01709 740254

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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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Piccadilly Gate  
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