

Little Stars Pre-School

Heath End Village Hall, Heath End Road, Baughurst, TADLEY, Hampshire, RG26 5LU

Inspection date

Previous inspection date

13/03/2013

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

- Staff work hard to set up a welcoming and inviting environment with a broad range of resources for children to choose. As a result, children are happy and well motivated to play and explore.
- The educational programme for literacy is very well promoted.
- Staff develop successful partnerships with parents. Information is exchanged on a daily basis. This allows the staff to be fully aware of the children's individual needs, which are consistently met.
- All staff work well as a team and fully understand their roles and responsibilities. Management effectively monitors systems and offers regular training to enhance staff in developing their professional practice.

It is not yet outstanding because

- Although children have daily opportunities to play outside, they are not able to use the garden freely.
- The programme for mathematical development sometimes lacks challenge as staff do not consistently use mathematical language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspector observed activities in the setting and in the nursery garden.
- Inspector spoke to staff and children at appropriate times throughout the inspection, during and after activities.
- Inspector looked at documentation, including progress records and planning documents and discussed these with staff.
- The inspector and manager conducted a joint observation on a group activity.
- Inspector observed activities in the setting and in the nursery garden.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

Little Stars registered in 2012 and is privately owned. It operates from Heath End Village Hall, near Tadley, Basingstoke and serves the surrounding community. Children have access to a large hall and there is a fully enclosed garden area available for outdoor play. The pre-school is open term time only on a Monday, Wednesday, Thursday and Friday. The pre-school offers a morning session from 9.15am until 12.15pm, followed by a lunch club session until 1.15pm. Afternoon sessions operate on a Monday and a Wednesday, from 12.15pm until 2.45pm. Children are able to stay for both the morning and afternoon sessions. The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 20 children in the early years age group on roll. There are four staff who are employed to work with the children. Of these three are qualified to qualification level 3 and above.

What the setting needs to do to improve further

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

- provide as much opportunity as possible for children to move freely between indoors and outdoors
- introduce more mathematical language about the names of shapes, colours and numbers during play and planned activities.

Inspection judgements

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

Children demonstrate that they are confident and at ease in the pre-school. All children, including those who have newly started separate confidently from their parents which shows they feel safe. The staffing team work very well together to create a welcoming and inviting play area for the children. The premises are used by others, so staff work hard before children arrive to create stimulating play areas for the children. For example, a cosy area for reading, an inviting role play area and an arts and crafts' station. These along with a good amount of well-planned, purposeful activities enhance children's learning and development.

Staff promote children's communication and language skills very well, through consistent conversations, questioning, story telling and singing. Listening skills are well supported during circle times and at sociable meal times. The programme for literacy is strong.

Children have many opportunities to develop their understanding that print carries meaning, through the broad range of written instructions and labels around the room. These also promote children independence skills, as they can see and follow the instructions on how to use the technology equipment. Children's early writing skills are well promoted as they have numerous opportunities to practice their emergent writing, for example when creating art work and exploring in the sand and soil. Children develop good skills to help them to become ready for school. For example, they are encouraged to choose their own resources, put on their coats and boots for outside play and visit the toilet by themselves. Staff encourage children to use mathematical skills through everyday routines. For example, staff ask children to count how many strawberries they have at snack time and weighing scales are used during creative play. However, staff do not consistently use mathematical language during play and planned activities to strengthen children's understanding.

Children have a range of activities and play experiences that allow them to enhance their physical development. For example, they enjoy climbing and balancing on inside and outdoor equipment and frequently visit the adjacent field that provides space for running. Art and craft activities promote children's small physical skills, as they use scissors and create pictures using sequins, dried pasta and rice. Children benefit from a calm and relaxed environment, where they feel at ease. They confidently adapt their learning environment, as they use their imaginations, pretending the tent is the lions' cave. Relationships between the staff and children are very good; this helps the children to feel confident as they ask their friends to play running games in the garden.

Staff demonstrate a strong understanding of their roles and responsibilities to support and enhance children's learning and development. They have established good systems of observation and assessment, and use photographic evidence to support children's learning achievements. Staff complete the required two-year checks to establish children's progress and shares these with parents. In addition, parents receive informal ongoing feedback. This promotes continuity to support children's learning and development progress in and outside of the setting.

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

Children are confident, happy and build good relationships with their friends and staff at the pre-school. All arrive eager to explore the wide range of activities available. Children develop a sense of belonging as displays of their artwork and photographs of them participating in activities are displayed throughout the pre-school. Individual coat pegs and their own placemats include their photograph and written name to enhance children's self-esteem while helping them learn that print carries meaning.

Children successfully develop a strong understanding of good hygiene. Staff follow thorough hygiene practices. They are good role models for children as they methodically wash their own hands before preparing snack and after changing nappies. This minimises germs and the risk of cross infection. Older children confidently carry out self-care skills as they independently wash their hands at the portable sink and take themselves to the

toilet. Children benefit from a varied, balanced and nutritious food at snack time. Children competently serve themselves with cereal, butter their own toast and spoon out fresh fruits. The nursery meets individual dietary requirements and children are able to drink water at all times. Staff work well in partnership with parents to promote children's understanding of healthy eating; for example, parents are encouraged to provide healthy lunchboxes.

Children enjoy playing outside each morning after snack time. However, they are not able to choose to play in the garden at any time, so there are fewer opportunities for children who learn best outside to enhance their learning. Despite this, when they go out, they enjoy practicing their early writing skills by making marks in soil and exploring the water as this flows down guttering pipes. Bikes and cars are readily available and running games promote the children social skills and physical development.

Children develop an understanding of keeping themselves safe as staff remind them to walk inside and to be careful when using tools. Children behave well. This is because staff know their key children well and work with them to maintain a consistent approach in sharing and turn taking. Children benefit from the vast amount of praise and encouragement they receive from staff.

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

Staff have an accurate understanding of meeting the safeguarding and welfare requirements. They implement the detailed safeguarding policy. Visitors to the premises sign a visitors' record documenting time of arrival and departure. In addition, they are asked to read the mobile 'phone policy. Arrangements for safeguarding children in the provision are consistent and effective. All staff have a secure awareness of how to safeguard children and the procedure to follow if they are concerned. Children feel safe in an environment where risks have been minimised. The staff undertake thorough risk assessments and daily checks to ensure the provision is suitable prior to children accessing the areas.

Staff provide a very welcoming environment. The room and lobby entrance include a good range of displays, information and resources for parents. Staff work well with other providers and agencies involved in children's care, which helps to support and close gaps in children's learning.

Self-evaluation is developing well and the management team are fully aware of their strengths and weaknesses. They are currently looking at way to enhance the provision's resources and have been awarded a grant to enable them to purchase technology equipment. Staff have plans to develop the outdoor area to include chalk boards and opportunities for children to choose toys independently. Staff are well qualified and have regular opportunities to further enhance their knowledge and understanding through training. They are well supported by the management team, who liaises with them daily, working along side them and regularly monitoring their practice. This helps staff to feel

valued and very much part of the team.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY452013
Local authority	Hampshire
Inspection number	883114
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	20
Name of provider	Little Stars of Baughurst and Tadley CIC
Date of previous inspection	not applicable
Telephone number	0118 9817732

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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, which are usually the childminder's 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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