

Little Stars Pre-school

Scoutlands, 20 Eveleigh Road, Portsmouth, Hampshire, PO6 1DL

Inspection date	13/03/2013
Previous inspection date	07/07/2010

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

- Staff plan and provide a wide range of stimulating activities and resources to meet the children's individual learning needs well in each of the seven areas.
- The key person system works very well and enables staff to have a clear knowledge of the children to support their learning and care needs effectively.
- Managers and staff monitor and evaluate the pre-school well, show a strong commitment to training and take positive steps to make changes and improve outcomes for all children.
- Staff develop good partnerships with parents communicating well to identify children's needs and to share children's achievements and progress.
- Staff work effectively with all agencies and pre-schools involved in the children's care to share knowledge to meet the children's and families' needs.

It is not yet outstanding because

- staff do not make full use of the outdoor area to extend children's learning
- staff do not always plan large group time activities so that every child can contribute and feel valued.

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

- The inspector interviewed the owner and manager regarding children's welfare.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with staff.
- The inspector undertook a joint observation with the manager.
- The inspector observed children's activities and staff interaction with them.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.

Inspector

Lindsay Osman

Full Report

Information about the setting

Little Stars Pre-school registered in 2006. It is a privately owned group and operates from a Scout hall that is situated in a residential area of Farlington, Portsmouth. The pre-school has sole use of the main hall, side room and kitchen during operational hours. Children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are currently 42 children on roll. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school operates from 9am to 3pm Monday to Friday term time only. The owner works alongside the five other members of staff she employs. Of these, one is just completing the foundation degree, one has a relevant qualification at level four and the remaining staff have relevant level three qualifications.

What the setting needs to do to improve further

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

- enhance the use of the outdoor environment for children's play to promote all areas of their learning there as well as possible.

- develop group times so that each child is recognised as a valuable contributor, for example, by sometimes having smaller 'circle times'.

Inspection judgements

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

Children are happy and enjoy their time in this welcoming and friendly pre-school. Staff are skilful staff, who have a good knowledge of the learning, development and assessment requirements of the Early Years Foundation Stage and how children learn. Consequently, children make good progress towards the early learning goals. The key person system enables children and parents and carers to form a close relationship with a particular member of staff. This helps children and parents and carers to feel confident and welcome. Staff have a good knowledge of children's interests and needs when children start because they gather this information during their home visits. Staff build on this knowledge through observing, monitoring and recording each child's progress, to plan what they need to learn next.

Children are given many opportunities to develop their mathematical skills. Staff ask children questions to make them think, for example, 'How many seats have we got free?' and reassure them when they are correct. 'That's right, so there is a space.' In their key groups children are encouraged to find their names and then count how many children are present. This work is supported by number lines displayed around the room and activities to encourage children to add the correct number of creatures. Children's early writing skills are developing well and evidence of this is seen as children happily use the jumbo pencils to make marks that begin to resemble early letters, with older children starting to write their names. This helps them to develop the key skills needed for their next steps in their learning when they move on to school. One child had 'written' a song which she then sang quietly as a member of staff listened intently. The staff know the children well and ensure that during most of the session the children are fully engaged, however, large group times do not always engage all of the children well, so that everyone contributes.

Staff work closely with parents sharing information about individual children's needs and interests and use this information well. They demonstrate that all children including those with special educational needs and learning English as an additional language are progressing well towards the early learning goals. For example, they have learnt key words in children's home languages when this is not English and have purchased books in different languages. There is a very good partnership with parents and their comments about the provision are very positive. They are invited to visit and there is an open door policy, so they are well-informed of children's experiences. Strong relationships are built with new families and information is shared at home visits with staff gathering starting points to inform planning immediately of each child when they start. The two-year-old progress check reports inform parents about their child's development in the three most important areas of learning.

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

The effective key person system and the home visit process help to ensure that children develop strong emotional bonds with their key person. This relationship also helps children to feel safe and secure. The key person system supports families well; staff know their individual key children and their care routines, dietary requirements, likes and dislikes so meet their needs effectively. For example, staff talk to children about whether the new baby has kept them awake when a child says that they are tired.

Children behave well as staff have an accurate understanding of their individual needs and help them understand expectations. Children are self-motivated; they enthusiastically volunteer to check whether the areas are tidy before group time. Children independently find comforters they bring from home according to their individual need, supporting their sense of security and emotional development. Children confidently carry out self-care skills as they put on their coats, hats and gloves to go outside, and are aware to wash their hands before eating meals or snacks. Water is available to drink throughout the day and children are encouraged to pour their own drinks, gaining independence and learning to meet their own needs. Staff provide support to the younger children helping them to hold the jug, if necessary.

Children who stay all day bring a packed lunch. Parents are made aware that healthy eating is promoted at the pre-school, in order to support this policy. Snacks are provided and include a variety of healthy food, such as fresh fruit and bread sticks. Lunchtime is a pleasurable experience. Staff sit with the children, encouraging them to eat their sandwiches and then dessert talking to the children and joining in with their conversations. Children eat their lunch in a relaxed atmosphere and are reminded to dispose of their rubbish appropriately when they have finished.

Children have plenty of space to move freely around the hall. They become active learners because they are motivated to engage with and fully explore the play materials. The resources promote learning in all areas. Children use an enclosed outside area, but staff do not make full use of this to promote all areas of learning outside. Nevertheless, they make sure all children can use the area, including those with additional needs. They provide additional clothing in case children should become wet during water-play and not have a spare change of clothes with them. Spare gloves are available too if children need these on chilly days and have not brought any to pre-school.

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

The provider meets their responsibilities to implement the Statutory Framework of the Early Years Foundation Stage. However, this inspection was brought forward as the result of a concern raised to Ofsted in regard to a child wearing wet clothing at home time. The provider has addressed the concerns, so Ofsted is taking no further action. Children are safeguarded and cared for competently by staff who have been fully vetted to check their suitability to work with them. Staff are fully aware of their responsibility in protecting the children. They implement the clear policies and procedures in place to support them. The pre-school staff promote children's safety and well-being effectively. Accurate records are in place for children's, staff's and visitors' arrival and departure times. Staff closely supervise children when they play, indoors and outside.

All children and their families are warmly welcomed and valued. The actions imposed for improvement at the last inspection have been addressed successfully; the pre-school has increased its range of multicultural resources broadening children's understanding that people differ, and evaluation now underpins the practice to drive improvement.

The pre-school staff fully understand their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities. Staff have formed very effective partnerships: links with the local children's centre, Portage and the Ethnic Minority Achievement Service all help to ensure the individual needs of each child are met well. Local authority staff provide support during home visits to families where parents do not speak English. Extensive partnerships with parents enable parents to play a full and active role in their child's learning. Parents' views are sought through the initial home visits, individual child consultations, discussions and questionnaires. Information gained is much valued, used and taken into account within

evaluation procedures. Parents speak highly of the staff and pre-school. One parent said, "It's fab, my son even wants to come at weekends".

Staff work well together and positive teamwork is evident, as staff feel highly valued. The owner encourages and seeks the active contribution and views of staff and children in order to make effective improvements. The staff team continually reflects on provision and is keen to implement changes as necessary. Staff cascade newly gained skills from training during staff meetings, increasing the knowledge and skills of the whole staff team and ensuring consistency in their approach. Children have cameras to take photographs of areas that they like and dislike. The children's toilet area was improved as a result of the children's photographs and comments. The appraisal procedures are effective in ensuring staff highlight any concerns, recognise any special achievements and identify future training needs. The provider supports their future professional development to further enhance the good care and education they provide.

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	EY337877
Local authority	Portsmouth
Inspection number	907386
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	42
Name of provider	Joanne Carole Mengham
Date of previous inspection	07/07/2010
Telephone number	07956162575

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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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