

Stars Pre School Welland

The Acorn Centre, Salfords Drive, Welland, Peterborough, PE1 4TR

Inspection date

Previous inspection date

25/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff practice is inspirational. They have an excellent understanding of how children learn through play and as a result provide highly stimulating activities that motivates all children to explore and follow their own interests. Inevitably, children make rapid progress in their development from their starting points.
- Partnerships with external agencies, other providers and parents are outstanding. Consequently, children benefit from a coordinated and highly supportive approach to their care, learning and welfare.
- Support for children learning English as an additional language is exceptional. Staff use songs, rhymes, gestures and visual cues to enable children to quickly develop their language skills. Subsequently, children are well prepared for their next steps in learning including going to school.
- Staff observations and assessments of children's learning are excellent. Their conclusions are precise and as a result planning for children's next steps in learning is sharply focused. Parents are fully involved with promoting their children's learning at home which further encourages children to be active, motivated and inspired learners.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the pre-school and in the gardens.
- The inspector held a meeting with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents and carers into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

Stars Pre School Welland is an established setting that changed ownership in 2012 and is owned by a private provider. It operates from a purpose-built room in the Acorn Centre, Welland in Peterborough, Cambridgeshire. There is a fully enclosed outside play area. The pre-school is accessed via their own door, which is separate to the children centre entrance. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Currently there are 51 children on roll. The pre-school is open each weekday from 8.30am until 3.30pm during school term times.

There are six members of staff who work with the children. Of these, four hold a recognised childcare qualification at level 3, one holds a recognised childcare qualification at level 2 and one member of staff is working toward a level 2 qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- implement plans to make even greater improvements to the garden and provide children with a truly inspirational environment to promote learning even further.

Inspection judgements

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

All staff demonstrate an outstanding enthusiasm and passion for their work with the children at the pre-school. They have an exceptional understanding of how children learn through play and work tirelessly to ensure the very best experiences are on offer for all children. Staff provide a highly stimulating environment where children are nurtured and able to follow their own interests. As a result, children arrive at the pre-school with great excitement, eager to explore, learn and have fun. Children take full advantage of the free flow of activities to the garden area, where in all weathers they are encouraged to become active learners. For example, children decide to make a large construction from wooden blocks. They put on florescent jackets and hard hats in order to become 'real builders', before helping each other to carry blocks and form them into roads and steps. As a result children are not only learning how to transport different materials and make impressive constructions but also how to negotiate with their friends and work together successfully. Staff interactions with children are exemplary. They know when, and when not to join in with children's activities and how to enhance learning by re-shaping tasks and skilful

questioning. Activities are exciting and children are motivated to investigate and follow their own interests without interruption.

Support for children's communication and language skills is outstanding. Staff use gestures and visual cues to support verbal communication and this is especially effective for those learning English as an additional language or those with special educational needs and/or disabilities. The use of singing is inspirational and repetition of words in the simple, made up songs helps children's understanding well. For example, staff sing 'we tidy up together' as they encourage children to replace toys and resources to the rightful place. Staff ensure any instructions are simple ones and sound out any unfamiliar words in order that children can successfully communicate with both their friends and staff. Snack times offer excellent opportunities for children to learn to say 'thank you' or name foods, such as yogurt and raisins. The environment is enriched with well-placed and meaningful text that fosters children's literacy skills to the maximum. The use of name labels and small activity cards fascinate children and they frequently demonstrate their growing interest in reading by showing staff how they can recognise letters and read their own, and their friends names from the displays. These skills, together with children's growing confidence mean that they are exceptionally well prepared for school and their next steps in learning.

One of the great strengths of the staff is their comprehensive knowledge and understanding of the children and their families who access the pre-school. This in turn has a significantly positive impact on partnerships staff form with parents in order to support children's learning. Parents inform staff of learning that takes place at home by taking photographs of activities or writing short observations, which are included in children's learning journals. Staff are able to combine this valuable information with their own observations and form precise and sharply focused assessments of each child's learning. As a result, planning for individual and groups of children is exceptional and reflected in the rapid progress that each child makes. Parents value the nursery highly and offer very positive views of their children's progress especially in their personal, social and emotional development. This outstanding pre-school provides a very positive and happy experience for all children due to inspirational practice and teaching demonstrated by all staff.

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

The highly effective key person system means that children quickly form strong attachments and their well-being is promoted extremely well. Key staff work hard to develop exceptionally strong relationships with parents and gain a secure understanding of individual children's care needs. For example, staff members speak several languages and use innovative methods to ensure that communications between the pre-school and parents is highly effective. This means that all children receive support that is well coordinated and understood by all.

Children move freely around the pre-school and select their own activities. They are content to play alone, following their own interests or join in with a group activity that

captures their imagination. They approach staff readily for reassurance or a cuddle and this further demonstrates children's sense of security within the pre-school. Children behave extremely well and at times, demonstrate great maturity in their interactions and negotiations with their friends. This is because staff offer highly effective and timely interventions when needed and teach children how to negotiate and interact in a positive manner.

Staff place a high priority on children's safety and ensure that the environment and activities enable children to take risks and learn how to keep themselves safe. For example, children know to be careful on snowy ground and confidently balance along small beams in the garden. They are learning about healthy diets during snack times and energetic physical activities, such as playing with hoops helps them to understand the importance of exercise. The environment, both inside and out, is highly stimulating with child-accessible resources that promote learning and challenge. Activities offer a wealth of opportunities for children to experience and cover the seven areas of learning. However, staff aspire to even greater developments for the garden.

Children are supported exceptionally well in their transitions to school and other settings. Weekly visits to the neighbouring school, together with shared activities and visits from school staff, means that children are familiar with the surroundings and stress is lessened at this very important time.

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

Leadership and management of the pre-school is inspirational. The manager and deputy demonstrate an exceptional and insightful understanding of the families and children in their care and together they pursue excellence in every aspect of their work. Supported by a highly dedicated, enthusiastic and knowledgeable staff team, the pre-school offers excellent support for all children.

Self-evaluation is fully embedded in practice and clearly demonstrates an uncompromising drive to improve achievements for all children. Monitoring of progress for both individual and groups of children is highly effective and demonstrates all children, no matter of their starting points, are making very positive progress with their learning and development. Monitoring of educational programmes is robust and ensures that activities are accessible and cater for all children's preferred ways of learning.

Staff have an excellent understanding of safeguarding and know how to identify and report concerns they may have about a child in their care. Policies and procedures support their work extremely well and help to ensure that children are as safe as possible when in the pre-school. Recruitment procedures are highly effective and together with background checks, vigorous performance management procedures and frequent team meetings, means that staff remain suitable for their roles.

All staff demonstrate an excellent attitude to developing their own skills and knowledge.

Their professional development is targeted to meet the needs of the children and cascaded to all staff members. This means that children benefit from excellent, up-to-date practice. Partnerships with external agencies, other providers and parents are exceptional and as a consequence children's care and learning is coordinated and their protection is paramount.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY455308
Local authority	Peterborough
Inspection number	886007
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	51
Name of provider	Stars Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01733 295878

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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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