

Shooting Stars Preschool

Avenues + Hollins Tennants Hall, First Avenue, LIMESIDE, Oldham, OL8 3SH

Inspection date

25/04/2013

Previous inspection date

19/10/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have knowledge of how to maintain children's emotional security and there are suitable procedures to help protect children's safety. Staff work with other professionals in order to support children's progress and welfare.
- Children make progress in learning because staff provide activities which contribute to their development, and help to prepare them for their next steps in education. Some observations of children's learning are used to assess their progress and staff share this with parents to keep them informed.
- Children are happy and confident in the preschool because they develop attachment to staff, and this means they are secure enough to make progress.

It is not yet good because

- Individual planning for children across all areas of learning is not consistent across the preschool, so some opportunities to fully extend children's learning are not identified. Monitoring and evaluation of planning and assessment is not rigorous enough to identify all areas for improvement in practice.
- Routines, such as snack time, are not fully used to promote children's social skills and independence, as well specific areas of learning, such as numeracy.
- The pre-school has not established ongoing exchange of information regarding children's progress with other settings children may attend, in order to better support the planning and assessments for their learning.

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 reviewed a range of information available about the pre-school, to prepare for the inspection.
A tour of the premises was made and the inspector had an initial meeting with the staff to establish a timetable for the day, which included time to discuss their management of the pre-school.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.
- A joint observation of a member of staff was carried out, by the inspector and the pre-school's manager.
- Staff were interviewed to ascertain their knowledge of areas, such as, safeguarding and individual children's learning.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the pre-school.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Shooting Stars Preschool was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Avenues and Hollins Tenants Hall in the Limeside area of Oldham. The Preschool serves the local area and is accessible to all children. It operates from one large playroom and there is a fully enclosed area available for outdoor play.

The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. There is also one volunteer. The setting is open Monday to Friday, term times only, from 9.30am until 2.30pm. Children attend for a variety of sessions. There are 19 children on roll who are within the early years age group.

The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observations and planning in order to ensure that planning for individual children is precise and covers all areas of learning, which meets all children's individual needs.

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

- monitor the use of the new system of assessments to make sure that the resulting planning for individual children is more precise and that any gaps identified in children's learning are narrowed
- enhance the use of snack and mealtimes to incorporate more opportunities for children to develop independence, help others and extend their individual progress in learning
- develop the exchange of information about individual children with other settings they may attend, so that it includes detailed information about children's progress to better inform planning and assessments for them.

Inspection judgements

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

The quality of staffs' interaction with children is satisfactory and sometimes good, because they make effective use of imaginative play initiated by children to develop spontaneous learning experiences. For example, when staff see that children are making a train using the large soft blocks, they help them to build, and develop their play by asking questions to sustain the play. Children are then able to decide together where the train is going and discuss what they will do at their destination as well as what extra resources they will need. Staff encourage children to count the blocks in a tower with them, once they have been balanced. Consequently, staff interaction enables children to develop their communication and cooperative skills, as well as helping them to recall events that they can use in their play. The activity also provides opportunities to promote numeracy through counting. Staff and experienced volunteers generally use an open style of questioning to encourage children to think about their replies, and give them time to respond. When children are playing with the dolls' house, staff develop children's ideas about a doll being ill by asking what is wrong, and if she needs medicine. This enables children to see the links between events, such as taking medicine when ill.

Children persist in activities, such as drawing, developing their pencil control in preparation for that needed to write letters. They are able to tell staff what they have drawn, showing that they know that marks on paper can carry meaning, which contributes to their later development in literacy. Staff use suitable strategies, such as asking children to group objects by colour, to reinforce their knowledge and develop that of younger children. They also use opportunities like this to develop children's ability to take turns, as part of developing their social skills. Outdoors, staff make use of events in the street that children can see, such as the arrival of the refuse collection lorry. The children wave to the operators and staff talk to them about what is happening and why. This helps to develop children's understanding of the people in the community who work to help others. Staff model play for children, in order to help them learn new skills, such as the different ways of playing with hoops, using them to 'hula hoop', or to roll them. They also hold a hoop at the bottom of the slide and children get off the slide through the hoop, developing their physical coordination.

Staff respond to what they have previously observed children enjoying, such as making collages, in order to develop their learning. They provide plenty of different coloured tissue paper and glue sticks and encourage children to develop their own ideas about what they are making. This helps to promote children's creativity. They help children to decide the best way to use the tissue paper in order to depict their ideas, and pretend to do it wrong in order to get children to think more closely about what they have asked staff to do. This contributes to refining children's language skills. Children enjoy action songs and rhymes, and staff let them choose what they would like to sing. As they join-in the actions, they reinforce their coordination and the use of rhyme and rhythm which helps to provide a basis for further development of their literacy.

Staff have recently introduced a more detailed method of tracking children's progress, as

part of their work to implement the progress check at age two. They make observations on children's interests and learning. However, these are inconsistent in the frequency in which they are recorded, which reduces the effectiveness of their use in planning. Staff plan activities to enable all children to learn and progress, which reflect general interests, such as, making paintings, collages or playing with construction toys. However, the introduction of a new planning and tracking document from the local authority has not yet been completed. As a result, not all children have records in detail to support individual planning and assessments. This means that the process cannot accurately help staff to identify gaps in learning, and consistently make early interventions to narrow these, so that children make better progress. Overall, staff prepare children adequately for their next steps in education, although this is mostly due to staff being able to respond well to children's spontaneous play, rather than through the use of precise individual planning.

Parents are aware that they can access children's 'learning journeys' at any time, and are satisfied with the information received about their children's learning from the pre-school. They engage with their children's learning by being able to take home children's artwork and having daily discussions with staff about what activities they have enjoyed. Staff seek suitable information about what children can do when they join the setting to help them settle and provide activities around their interests. They also use this as a baseline from which to track progress, using observations, although this lacks consistency in detail due to the changeover to the newly introduced recording system.

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

The nursery operates a key person system in order to support children's emotional welfare and provide a fixed contact point for parents. This enables parents and key persons to exchange information about children's progress and welfare, in order to support future learning. Key persons are able to talk to children about significant people or events in their lives, because of the frequent contact with parents. This helps to develop children's ability to hold a conversation and, therefore, builds their confidence. Consequently, children's learning is supported due to them having emotional security in the pre-school. Children demonstrate their confidence by exploring the space and resources thoroughly, indoors and outdoors, as well as by frequently inviting staff to become involved in their activities. For example, they ask staff to watch them on the outdoor equipment or to look at their paintings.

Children's behaviour is generally good and most use resources appropriately, showing regard for their own safety and the safety and feelings of others. Staff use appropriate ways of supporting young children who are learning how to manage their feelings and behaviour. They provide gentle but firm boundaries for behaviour, which children respond to. Children have access to a selection of resources that cover all areas of learning, although they are not able to independently access all of the pre-school's resources due to storage arrangements. Children are well-protected by a range of policies and parental permissions to support their welfare. The pre-school provides an environment which gives children opportunities to take reasonable risk in their play outdoors, with careful supervision. This includes a climbing frame with a platform and slide, along with rocking toys mounted on springs fixed into the ground, to help children develop whole-body

control. Children can run, climb and pedal in the outdoor area to further develop this, and they also enjoy regular use of the adjacent playing field after staff have checked it for any hazards. Children also enjoy building with very large soft blocks indoors, to develop their hand-eye control. They show a good level of self-care with the older children independently able to manage a variety of aspects of personal hygiene, such as washing their hands. Younger children are encouraged to develop independence, such as when staff prompt them to put their paper towel in the bin, after drying their hands.

Snacks are healthy, with fruit, and children have a choice of water or milk. This helps children to develop their communication skills by learning the name of the drink they would prefer and asking for it. However, snack times are not fully used to develop all aspects of children's learning, such as to promote their self-help skills. The routine also does not take full advantage of ways to extend children's progress in other areas of learning, such as early number and counting. For example, children do not serve themselves or others, or help to ensure that the correct number of plates and cups are set out. All areas of the pre-school are clean and well-maintained, including the kitchen and toilet areas. The children's packed lunches are stored in the refrigerator, to ensure that food remains suitable to eat. Parents receive regular information to inform them about how to provide a healthy packed lunch for their children, so that children develop an understanding of a healthy diet. Staff talk to children about the importance of eating vegetables in a balanced diet to teach them about how to maintain good health. Practical measures, such as keeping internal doors to store rooms locked, are used to help protect children from accidents.

The pre-school requests information from any previous settings attended by children in order to inform their initial planning, and also seeks information from parents to supplement this. Suitable information to support children's good health and well-being is kept from when children join the setting, in order to meet their needs, such as any dietary requirements and allergies. The pre-school holds appropriate contact information for all children, staff and volunteers in the case of emergencies. As all children play in the same room, they do not have a transition within the pre-school. The pre-school passes information about children's progress and welfare to next settings when they leave, including for full-time school, using documents provided by the local authority, to support continuity.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely, as well as, to undertake short outings in the immediate area. Staff receive externally delivered training in safeguarding and, consequently, they have a suitable understanding of how to manage any concerns they may have about a child's welfare. Staff and volunteers are checked and vetted for suitability to work with children. Two staff have valid qualifications in paediatric first aid in order to manage any emergencies. All documentation related to statutory requirements is completed to support the safe running of the setting, such as ensuring that there is a procedure for the emergency evacuation of the premises, in order to support the management of risk to

children. A range of policies and procedures are used to maintain satisfactory standards of care and learning for all children in the pre-school, including an appropriate behaviour management policy. The setting also has a written policy for managing and recording complaints from parents, along with outcomes. Records are now easily accessible and available for inspection on the premises, with suitable arrangements to store them securely, in order to maintain confidentiality.

Staff have a suitable understanding of how to carry out their roles, in order to support children's safety, well-being and learning. The pre-school has procedures in place in the event of needing to recruit staff, to ensure that appropriately qualified people are employed. There are also adequate procedures to manage staff performance for the current staff team, to maintain sufficient standards for children's care and learning. An induction procedure is in place for new staff and volunteers in order to protect children's welfare. Staff identify areas where more training is needed through regular discussion and the appraisal process, although training is generally to enable the pre-school to meet statutory requirements, rather than to develop staff's professional knowledge. The manager has begun to make use of online training resources for herself and staff in order to address staff's continuing professional development. This is intended to provide better staff knowledge in order to support children's learning and welfare more effectively. Quality of teaching by staff is managed by regular informal discussion and occasional formal meetings as part of the appraisal process.

Observations, assessments and planning for children's learning are monitored, but this has inconsistencies. The monitoring process is not rigorous enough to ensure that observations are produced for each child regularly for each area of learning, limiting the effectiveness of the planning process. The staff have begun to implement a new and more detailed recording method for tracking children's progress, provided by the local authority. However, not all children have yet been transferred to this, and its recent introduction means that its impact on children's progress is not yet clear. The pre-school does not yet liaise with other settings attended regularly by children, in order to exchange information about their progress. This means that this information is not available to support precise planning for learning. However, effective partnerships are formed with some other professionals involved with children and the staff demonstrate a sound knowledge of their responsibilities with regard to multi-agency working to support children's welfare.

The pre-school has established partnerships with parents, who praise the setting for its care and activities provided for children. Parents contribute to the evaluation process both through verbal and occasional written means in order to share their views. Staff have regular opportunities to share information for the evaluation process at whole staff meetings and also as part of their appraisal. Children's views are important to the staff and they are supported to provide their views at small group times through discussion, such as the end of the morning or afternoon sessions. The pre-school maintains links with early years support from the local authority, in case it needs advice and support in its evaluation of practice. The information gathered through evaluation enables the staff to identify some areas where improvements can be made. All actions from the previous report have been met, showing clear progress towards continuous improvement, in order to provide better care and learning for children. The staff have also implemented most of the numerous recommendations from the previous report, with the exception of the one

to 'maintain systematic observations and assessments of each child's achievements' as this is not yet fully in place for all children. The staff demonstrate a satisfactory awareness of the need for continuous improvement in practice regarding children's care and education.

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	EY425766
Local authority	Oldham
Inspection number	875822
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	19
Name of provider	Sally Elizabeth Cummings
Date of previous inspection	19/10/2011
Telephone number	07761 947 014

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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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