

# A\* Stars Pre-School

Riverview Terrace, London Road, PURFLEET, Essex, RM19 1QT

## Inspection date

Previous inspection date

21/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff deployment lacks organisation, resulting in unchecked volunteers supervising children, which compromises their safety.
- Staff practice and the educational programme are not well monitored so children do not make good progress.
- There are inconsistent teaching practices. Staff do not challenge and support children's learning outside as well as they do inside. Practice is not effectively monitored to promote children's learning.
- Children's understanding of appropriate hygiene practices during snack time is not fully supported through staff interaction and discussion.

### It has the following strengths

- Children are confident when settling and show a genuine interest in resources due to staff's attention to detail when playing inside.
- Children with English as an additional language are supported well due to staff's use of the language, clear communication skills and resources that reflect children's home language and support their understanding.

## 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 spent time observing staff, volunteers and children in both inside and outside environments.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled assessment records, planning documentation and documentation that promotes children's safeguarding and welfare.
- The inspector took into account the views of the parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.

## Inspector

Claire Parnell

## **Full Report**

### **Information about the setting**

The A\* Stars Pre-School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a church hall in the Purfleet area of Essex. The nursery serves the local area and is accessible to all children. It operates from the main church hall room and there is a fully enclosed area available for outdoor play.

The nursery employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 6 and level 3.

The nursery opens Monday to Thursday, term time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- ensure that children are adequately supervised by staff who have appropriate checks and that staff are appropriately deployed to meet children's needs, particularly when using the outside area
- improve staff's engagement with children and their teaching skills in the outside environment in order to provide children with a consistently rich and varied experience in all areas of learning
- ensure practitioners and the educational programmes are monitored effectively to promote consistent practices that benefit children.

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

- implement hygiene practices thoroughly by supporting children's understanding of appropriate hygiene standards at snack time to promote their good health.

## Inspection judgements

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

The educational programme does not adequately cover the seven areas of learning when children are using the outdoor area. Children have access to limited resources and have limited challenge and support through interaction and engagement. Staff are observed to communicate with children and make comments on what children are doing but do not offer children appropriate support to help them think and explore their learning further. For example, children stand rattling the main gate, laughing at the noise it is making. Staff do not talk or engage with the children to discuss the noise it is making or what they can see outside, but just comment on the fact that they like the gate. Children quickly lose interest and move away. Some activities in the outside area are poorly resourced. Staff talk positively about children experimenting and exploring with the earth in the garden area but children only have access to flower pots and show little interest in this area due to the lack of staff engagement. Although, children do enjoy the outside area for their physical learning, using the climbing frame to climb and slide. Children have access to posters and pictures outside that promotes numbers and objects but staff do not engage children's interest or relate these to everyday experiences. Therefore, children do not make progress in this area.

The quality of teaching inside promotes all areas of learning appropriately. Children show a keen interest in the pre-selected activities and help themselves to other resources in storage drawers and boxes. Staff engage with children and support their interests by recognising what they like doing and provide further resources to support these interests. For example, staff notice children using the hospital play scissors to cut hair and talk to children about the hairdressers. They provide them with a hairdressing head, brushes, tongs and mirrors to stimulate this interest further and extend their role play experiences. Children confidently explore the resources inside, making choices as to where to lead their play. Staff know the children well and provide suggestions of other activities to spark flares of interest. For example, staff notice children at the creative table and suggest painting numbers using sponges to support children's knowledge of amounts and numerals. Children show an enjoyment of books, using role play to pretend to be staff themselves, turning the pages, recalling the story and recalling the rhyming words to support their language development. Staff support this well by pointing to the pictures for children to recognise what the rhyming word could be. Children are making appropriate progress across all areas of learning in preparation for school readiness but the inconsistent quality of teaching outside does not always enhance or support children's learning.

The emerging planning and assessment process monitors children's progress appropriately. Staff discuss children's interests and preferences with parents and record this information well in an 'it's about me' book, which informs the planning for each child's next steps when they first start at the setting. Parents contribute alongside the key person to the book that continually monitors and tracks children's development across all areas of learning and takes into account children's achievements from home. This is used to regularly plan for children's next steps in their development.

Children with English as an additional language are supported well in the setting. Staff talk at length to parents and gain information, such as key words, to support communication with children. Pictorial guides of the sessions' routines help children to understand what happens next, offer reassurance and promote self-confidence. Staff source books and equipment that reflect children's home language helping the language to be valued and used effectively, resulting in children's development of spoken English. Children have access to resources that portray positive images of today's society, which helps them to learn about people's differences in a positive way. Staff use the information gained from parents about children's backgrounds to positively reflect these through play and discussion. For example, staff talk to children about their hair and where they went to get it braided.

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

Staff are not always vigilant and do not always promote children's understanding of safety and health. This is because they do not always check the environment thoroughly enough to ensure children do not have access to hazards in the outside area. Therefore, children are not gaining clear messages about how to keep themselves safe. This is a breach in requirements on both registers.

Children's hygiene practices are promoted inconsistently. Children show on occasions that they have a clear knowledge of what to do before snack time and after toileting, taking themselves to the bathroom to wash their hands appropriately. Staff congratulate them, helping others to understand the importance of cleanliness. However, at snack times, children are not always supported in their understanding of hygienic practices. Although four adults supervise this activity, children lick knives and place their cutlery back in spreads that other children are using, therefore, causing a possible cross-contamination.

Children show a growing confidence within the setting, especially as they have only attended for a few weeks since the setting opened. Staff take great interest in what children are doing at home and talk about this on arrival. Children are developing close bonds with staff and especially their key person. The key person system is developing, with small amounts of children attending, staff can make attachments to individual children, resulting in trusting relationships. Key persons also work closely with parents to ensure all children's needs are met.

Children are encouraged to make independent choices from the range of resources and are supported well in making further choices to enhance their experiences. Staff are quick to support children's social skills by introducing others into their play, making suggestions, such as dressing-up together and sharing the equipment. This results in social play and an understanding of appropriate behaviour. Children respond appropriately to the explanations given and the quick interventions by staff to support the development of managing their feelings.

Children have access to fresh air and outdoor play throughout the session, encouraging children to decide when they want to play outside. Children access some equipment

outside that promotes some of their physical skills, such as climbing and sliding. They have space to run and move, helping them to learn about speed and change of direction. This also helps them to learn how to keep safe as they manage sensible risks.

Children are offered healthy choices of food and drink. They access fresh water throughout the session and are offered milk and water at snack time. Children have freshly prepared snacks offered to them, such as toast and spreads and fruit. Staff talk to children about the foods they like and use pictorial guides to reinforce what is healthy for them to eat. Children's records contain full information about children's dietary needs and staff are made aware of any special requirements or allergies.

Children are supported for some aspects of their next stages in their learning, mostly within indoor play, which prepares them for transitions to other settings, including school.

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

The deployment of staff is not always successfully organised. On occasions, qualified and suitably checked staff leave children unsupervised in the outside area with volunteers that do not have appropriate checks. This is a breach of requirements on both registers. This means children's safety is compromised. Both permanent staff have relevant checks to allow them unsupervised access to children.

Staff have an adequate knowledge of safeguarding procedures and have access to guidance in the event of a concern about a child in their care. Written and accessible policies and procedures promote all areas of safeguarding and safety. Accidents are recorded effectively and are monitored through the risk assessment process. Procedures for recording children's and staff's attendance are robust showing exactly how many children are attending at any given time. Staff hold level 3 and level 6 qualifications and have up-to-date paediatric first aid certificates.

The inspection was brought forward due to a concern about the safety of children in the outside area and their access to hazards. Staff confirm that this occurred and did not assess the situation rigorously enough on the day to make appropriate decisions about using the outdoor area. Staff have now made amendments to the security arrangements, locking the main car park entrance during session times to prevent road safety risks for children. Risk assessments are recorded and the indoor area is safe and secure and staff have equipment in place to prevent children accessing inappropriate areas, such as the kitchen.

Self-evaluation is in its infancy. Staff meet on a weekly basis to discuss and evaluate the experiences children have in their setting. Staff are beginning to identify strengths and areas to improve and have a positive attitude towards their continuous improvements for the setting, resulting in better outcomes for children. The setting receives support from the local authority and are active in sourcing additional training, such as 'Every Child a Talker' to support individual children's communication and language. Staff have regular opportunities to talk about their progress and areas that they want to develop. Plentiful

information is displayed and provided for staff, such as ideas for open-ended questions to support children's understanding and communication. However, the ineffective monitoring of staff's practice does not identify the inconsistencies within the setting. Therefore, children's learning and development is not always adequately promoted as the educational programme is not monitored effectively.

The staff are developing appropriate partnerships with parents and other settings. Parents make positive comments about the setting, stating that they are pleased with the progress their children are making. They are constantly informed about their children's progress and are involved in the planning for children's continuous development. The setting is establishing links with other settings to support children's continuous care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY462704
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	938433
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Ibironke Justina Harrison
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07590 699 464

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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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