

# Tiverton Little Stars

Tiverton Little Stars, Methodist Church St Peter Street, Tiverton, Devon, EX16 6NZ

<b>Inspection date</b>	06/05/2014
Previous inspection date	07/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 requires improvement

- Staff provide a varied range of resources and experiences that encourage children to make suitable progress in all areas.
- Children have access to a well-planned play and learning environment both inside and outdoors. The effective organisation of space, resources and equipment encourages children to explore and investigate freely.
- Children are settled and happy. They form secure relationships with staff who know them well and are sensitive to their needs and interests.
- Children regularly take part in active play in the well-resourced outdoor area.
- Self-evaluation is being used effectively to identify areas for development.

### It is not yet good because

- Staff do not always identify and plan for children's next steps in learning across all seven areas, to fully challenge and extend their learning.
- Although staff form links with other settings children attend, these are informal and do not extend to detailed information sharing about children's learning and development.

## 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.

## Inspection activities

- The inspector undertook a tour of the pre-school, both inside and outdoors.
- The inspector talked to the manager, chairperson and staff.
- The inspector offered to complete a joint observation of an activity with the manager.
- The inspector sampled children's assessment records and discussed planning.
- The inspector spoke to parents to gain their views of the pre-school.

## Inspector

Janet Harvell

## Full report

### Information about the setting

Tiverton Little Stars pre-school registered in 2009. It operates from converted rooms attached to Tiverton Methodist Church, Tiverton, Devon. The pre-school is committee run and is registered on only the Early Years Register. There are currently 28 children on roll who attend on a part-time basis. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school is open each weekday from 9.15am to 3.15pm Monday to Thursday term time only. Children have access to a fully enclosed outdoor play area. The pre-school employs seven members of staff, two of whom have a qualification at level 6, one at level 4 and one who has just completed a level 3 qualification; an administrator is also employed by the pre-school. The pre-school supports children who have special educational needs and/or disabilities and those who learn 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:

- develop the educational programme by using existing observations more effectively to shape learning experiences for each child to ensure children are fully challenged and their learning extended

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

- strengthen partnerships with other settings that children attend to further improve consistency of care and meet individual needs.

## Inspection judgements

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

Staff implement the learning and development requirements of the Early Years Foundation Stage soundly. The new manager is focused on supporting the staff team in developing a secure understanding of the learning and development requirements. Staff use planning sheets to identify learning opportunities across all seven areas of learning. Key persons have a satisfactory understanding of where their key children are in their learning and use this information to promote their progress appropriately. Staff use individual observations and knowledge of children's interests when updating children's development records and planning for what they need to learn next. For example, the recent focus on 'People who help us' developed from children's interest following a visit to a local opticians. This has been extended by developing one of the role-play areas into an opticians. Children were

observed as they enthusiastically re-enacted their experience supported by a member of staff. However, planning for individual children's next steps is not always clearly identified, which means that there are missed opportunities to further promote individual children's learning and development across all areas.

Children have free access to the secure outdoor play area, with most choosing to play outside. There are good opportunities for children to develop large motor skills and balance as they climb on a variety of large play equipment, use the slide and large toy car. Children excitedly take part in a game of 'tag', which promotes cooperation, turn-taking and spatial awareness. Another group of children show interest in experimenting with pattern making while playing with small wheeled toys and coloured sand.

There are sound opportunities to support children's language development. The beginning of the session incorporates a group circle time which encourages children to count the number of children who are present and talk about the weather. Staff are aware of the different abilities of the younger and older children, promoting inclusion by adapting activities that enable children to participate at their own level. Focused language sessions are held daily, with children being split into younger and older age groups. This means that they take part in more developmentally appropriate activities. For example, younger children enjoy listening to animal sounds on a CD and attempt to identify these, before moving onto singing nursery rhymes. Staff interact well with children pointing to the animal poster and repeating the names of the animals, acknowledging the different sounds children make in response to the activity. Meanwhile older children remain focused during a story telling session where they are encouraged to identify specific sounds such as 'a' and 't', with some children spontaneously identifying the initial sounds of their own names. As a result, these activities aid children's developing literacy skills appropriately.

There are satisfactory systems in place to gather information from parents about children's starting points when they commence at the nursery. 'WOW' sheets are also being introduced to encourage parents to share their children's progress at home. The manager has also introduced parent consultation sessions, which will provide an opportunity to inform parents about their children's learning and development. There are clear systems in place for completing the required progress check for two-year-old children. Staff liaise with parents to form a summary of each child's achievements. This effectively supports the monitoring of children's development from an early age. As a result, any needs are promptly identified and addressed.

Staff appropriately concentrate on supporting the key areas of learning for young children. Younger children benefit from making relationships, interacting with children and staff, and taking part in a range of physical activities. Children know the routine well which leads to a calm atmosphere and consequently children settle quickly and play with their friends. This helps children develop appropriate skills for school or the next stage of learning and, considering the starting points of children, most are making appropriate progress towards the early learning goals.

Effective partnerships with the Early Years Consultant and Speech and Language therapist mean that staff are committed to supporting those children with additional needs. The implementation of a visual timetable and more focused language activities are two

examples of changes arising from recommendations. Children are provided with a broad and balanced range of experiences and, as a result, they play happily and enjoy exploring the well-resourced and effectively organised environment. As a result children enjoy their time in the pre-school.

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

Staff provide a welcoming environment that is well resourced, both indoors and outside. Children have developed relationships with their key person and parents feel staff are attentive to their children needs. There is a clear routine which makes them feel safe and secure. Children benefit from the wide range of resources which support development across all seven areas of learning. Space is well organised and children benefit from the free-flow provision which is used well to give them independent choices in what they play with. For example, children choose from a range of activities, both child and adult led, while additional resources are easily accessible, such as further drawing and writing resources are available in clearly labelled boxes at child height. This supports children's self-selection of play opportunities and helps to build on their confidence and support their developing independence and learning. Children play co-operatively as they learn to share resources and take turns. As a result children are happy and settled and are developing the skills necessary to support their move to other settings or school.

Children take part in healthy activities as the daily routine includes a 'wake and shake' activity, which provides a fun music and movement activity for children to engage in at the beginning of the session. This supports children's physical development as they practise familiar movements which require control of their bodies, while demonstrating spatial and bodily awareness. Children set the snack table and learn about healthy lifestyles through the nutritious meals and snacks that are served. They are encouraged to be independent in their use of the bathroom and develop a good understanding of hygiene routines as they learn to wash their hands before eating to prevent the spread of germs.

There are effective safeguarding policies and procedures in place which all staff are familiar with. Children become aware of safe procedures as they are involved in emergency evacuation drills. There are appropriate procedures in place to encourage children's safety when on outings so that children become more aware of their own safety.

Children are well behaved and follow instructions such as helping to tidy up at the end of play sessions. They play games and children begin to understand the rules for working together, such as waiting to take turns. Staff also talk about 'kind hands,' helping children to develop their understanding of the differences between right and wrong.

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

Leadership and management of the setting is sound. The new manager has a suitable understanding of her responsibility in monitoring the educational programme. As a result

she is supporting staff in developing a secure understanding of the learning and development requirements. This has included the introduction of new planning sheets which are used to ensure that children have appropriate learning experiences, across each area of learning, that matches their interests and stage of development. Since joining the setting the manager has been engaged in continuous monitoring, and improvement, of existing systems for planning, observation and assessment to meet the learning and development requirements. For example all staff have attended training to meet the needs of two-year-olds and, as a result, reviewed and changed existing practice to meet these different needs.

The manager has been proactive in recognising the need to improve monitoring and assessment of children's progress, working with staff to develop more effective practices. Satisfactory arrangements are in place to monitor the quality of educational programmes although planning is not fully based on individual children's next steps in their learning. The manager has supported staff in developing individual learning files to monitor the progress that each child is making. Staff work with the Early Years Consultants and other external agencies, when children require additional support in their learning and development, to promote their inclusion and meet their specific needs. The use of assessment records is still quite basic and, although children's additional needs are being recognised and met, the current system means that not all children are progressing as quickly as they could.

There are clear and effective safeguarding practices in place. There is a sound induction procedure in place which means that all staff are familiar with the safeguarding policy and procedures to be followed if they have any concerns. All staff complete safeguarding awareness during induction and demonstrate a suitable understanding of child protection issues. There are robust systems in place to recruit and check the suitability of staff. Children enjoy a safe and secure environment which is accurately risk assessed by the staff and the keypad entry system effectively controls who enters the building.

The manager has recently completed an Operational Plan and is currently engaged in updating the pre-school's self-evaluation form and action plan. These plans were shared during the inspection visit and the manager demonstrates an effective understanding of the strengths and weaknesses of the pre-school, identifying realistic actions for future development and improvements. The manager is receptive to help from the local authority early years advisor and welcomes advice which will bring about improvements for the benefit of the children. For example, advice has been sought on improving provision for younger children and support for children with special educational needs. The manager has regular supervision with staff and uses this to identify staff training needs. As a result, accurate self-evaluation, together with support from local authority advisors, helps to effectively identify strengths and prioritise areas for development.

Staff have sound relationships with parents and spend time at the end of each day talking to parents to keep them informed of their child's achievements. Parents who were spoken to reported that their children enjoy coming into the pre-school. Staff liaise with some settings that children also attend. However, the information shared is not always linked to children's progress in order to promote a shared approach to children's learning.



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY381950
<b>Local authority</b>	Devon
<b>Inspection number</b>	972318
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Tiverton Little Stars Committee
<b>Date of previous inspection</b>	07/05/2009
<b>Telephone number</b>	01884 243490

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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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