

Pre-School Stars Ltd Pitts Road

Shiloh Church, Pitts Road, Slough, SL1 3XG

Inspection date

Previous inspection date

23/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 safe and welcoming environment, where children have easy access to a range of resources to help them become independent learners.
- Children have good relationships with each other and the staff, so they settle in well and enjoy their play.
- Staff help children learn the importance of healthy lifestyles well.
- Staff have a good understanding of their responsibilities to safeguard children. Staff are effective in promoting children's safety; children learn how to keep themselves safe.

It is not yet good because

- The management's monitoring and performance management systems do not focus sufficiently on the quality of teaching, in order to identify weaknesses.
- The group time activities do not engage all children to actively participate and challenge their learning.
- Systems to monitor individual and groups of children's attainment and progress at intervals across the year are not fully effective.
- There are few opportunities for children to explore natural materials and for older children to link sounds with letters.

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 observed activities in the playroom and the outside area.
- The inspector conducted a joint observation with the manager of the pre-school.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ruth George

Full report

Information about the setting

Pre-School Stars registered on the Early Years Register in 2013. The pre-school is in Slough, Berkshire and operates from first floor premises at Shiloh Church. Children use a main playroom and have access to an outdoor garden.

The pre-school operates weekdays from 9am to 3pm term-time only. Children attend for a variety of sessions. There are 10 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of staff; of these, two hold appropriate childcare qualifications. The manager holds early years professional status.

What the setting needs to do to improve further

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

- strengthen the monitoring of performance management to improve the effectiveness of teaching
- ensure staff effectively plan challenging and enjoyable experiences, to support each child's next steps so they make good progress in their learning and development
- improve the monitoring of individual and groups of children's learning, to show their development at intervals across the year to help monitor their attainment and progress.

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

- provide activities to introduce the use of phonics for the oldest children by linking sounds to letters within words
- include a wider range of natural resources for children to explore, investigate and discover in an imaginative way.

Inspection judgements

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

Staff plan an environment that provides children with a range of toys, resources and equipment, which supports their development across all the areas of learning. Staff understand how to promote learning and plan a range of activities, however, the quality of teaching is variable. Staff identify children's next stages in learning but the systems for planning for these and monitoring children's progress throughout the year are not yet effective. This means that children do not always receive the help and support they need. Children with special educational needs and those who speak English as an additional language are supported appropriately in the group. The special educational needs coordinator gains the necessary advice from other professionals to support children's learning. However, these are not always consistently planned for and progress is not rigorously monitored for all children.

Teaching supports children to develop their communication and language skills. Children are learning to fill in missing words of a known story, anticipating what comes next. For example, when staff read 'mum gave baby owl a great big ...', children say 'hug.' While staff are clear about the aims of group time activities and children are attentive initially, the younger children lose interest. Consequently, not all children are actively participating and learning during this time. Therefore activities are not always challenging for individual children's learning needs. Staff support children to recognise their own names and to self-register on arrival. Children take their name from a board in the hallway, bring it into the playroom and fix it to their work trays. However, staff do not provide regular opportunities to support the older children to learn the use of phonics by linking sounds to letters within words.

Staff support children's developing mathematics during their play. Older children are learning to count to ten and beyond and to recognise numerals one to ten as they place them in numerical order. Staff introduce children to mathematical language. During water play, children learn and talk about size and understand that the force of water makes the water wheel travel faster. Teaching supports children to notice and describe simple shapes and patterns in the marks that they make. These activities support children's next stages in learning to write. There are few opportunities for children to explore, investigate and discover natural resources in an imaginative way to further develop their understanding of the world. Staff encourage children to put on their own coats and to fasten them; they are learning to operate the zip fastener. This shows teaching supports children to become independent with self-care skills in preparation for school.

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

The staff establish positive relationships with children, supporting them to be confident, feel safe and be emotionally secure in the pre-school environment. Staff offer parents and children unhurried settling-in sessions, allowing time to become familiar with their key

person and the environment. This means that children are happy to explore their environments and learn through active play. Staff use this time to get to know children, what their preferences are and their care needs. The staff identify children's next steps in learning but do not always plan effectively to support all children's individual learning needs.

There is a sound partnership between the staff and families. Parents feel pleased with the care their children receive. Key people make themselves available and exchange information about the children with their parents on a daily basis at the beginning and end of the day.

Staff make the pre-school environment welcoming. They make good use of the resources, arranging these well so that children may choose from a range of activities inside and in the outdoor area. This arrangement helps children to become independent learners in readiness for their eventual move to school. Staff are consistent role models, making their expectations clear for children. Children behave appropriately for their stages of development; they understand what is right, wrong, how to share toys and to take care of their environment.

Staff support children to develop their understanding of healthy living. Staff teach children the importance of washing their hands before eating. As a result, children learn good personal hygiene practices. Parents provide fruit for snack, which staff share between the children. They enjoy a choice of strawberries, orange, apple and banana. Staff teach children about healthy eating, explaining that one fruit portion is one of their 'five a day' and to be healthy you need to eat five portions of fruit or vegetables. Teaching supports children to build a healthy attitude to being outside, which supports their physical well-being. They enjoy their time outside in the fresh air and engaging in physical exercise. Children are developing the skills to run safely, avoiding obstacles, and to climb confidently on and off play equipment.

Staff have a good understanding of their responsibilities to keep children safe from harm and are confident to follow procedures to report any concerns they may have about children. All staff hold appropriate first aid qualifications, manage minor accidents and injuries to children efficiently, and inform parents of any such incidents. Staff are effective in promoting children's safety and reducing risks. Children are learning how to keep themselves safe. For example, staff teach them to hold onto the handrail when walking upstairs.

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

The leadership and management ensure that the staff implement the safeguarding and welfare requirements effectively. Staff attend safeguarding training to keep up to date. Management implements good systems to monitor health and safety, and this is effective in promoting children's safety and reducing risks. The staff provide a safe and secure environment in which children play and learn.

The provider has good systems for safe recruitment. Recruitment processes ensure all references and vetting record checks are in place and up to date. New staff receive an induction; the staff team implements relevant policies and procedures, which ensure the smooth running of the pre-school.

The leadership and management has a sound understanding of the learning and development requirements. Management hold regular team meetings to discuss the delivery of the educational programmes. However, there is not yet effective staff performance management in place to enhance the quality of teaching.

The leadership and management do not carry out effective evaluation of the pre-school to identify its strengths and areas to improve. Therefore, there is not sufficient evaluation on the quality of teaching, which means that management do not identify some weaknesses and inconsistencies in the quality of teaching practice. For example, although staff complete observations and identify individual children's next steps in development, management does not monitor practice to ensure individual children and groups of children are making progress over time.

Partnerships with parents and other agencies are established. Staff share the summary assessments for two-year-old children with parents; this communication enables parents to have relevant information, which they can use to support their child's learning at home. The special educational needs coordinator works with parents and the area professionals to secure additional support for children when required. A parent spoken to, on the day of inspection, stated that she 'was pleased with the pre-school and that they had been helpful when going through the two year old assessment check'.

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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY469992 |
| Local authority | Slough |
| Inspection number | 948702 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 10 |
| Name of provider | Pre-School Stars Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01628667933 |

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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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