

# Shining Stars Pre-School

Fenham Childrens Centre, Stocksfield Avenue Primary School, St Cuthberts Road, Newcastle Upon Tyne, NE5 2DQ

<b>Inspection date</b>	12/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is adequate and there are regular opportunities for children to share stories, songs and rhymes throughout the day. Consequently, children confidently sing songs while they play and can re-tell familiar stories.
- Safeguarding is a high priority for the pre-school. The management team have attended child protection training and ensures that appropriate background checks have been carried out for all staff, therefore, only those safe to do so, work with the children.
- Staff and parents work together. The smooth transition between home and nursery supports children to form strong attachments with staff. As a result, they are comfortable in the environment and are well behaved.

### It is not yet good because

- Management tasks can occasionally be overlooked, for example, documentation was not on the premises during the inspection, which has resulted in a breach of the safeguarding and welfare requirements.
- There is scope to improve opportunities for children to develop the characteristics of effective learning through improved planning and resourcing.
- Children are not given the opportunity to be involved in the preparation of food and serve themselves at snack time. Consequently, they are not fully supported to develop their independence and self-care skills.

## 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 toured the nursery with the manager and observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with a manager.
- The inspector held meetings with the managers of the provision and talked to staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of policies and procedures, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children as well as discussing the manager's plans for self-evaluation and quality improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

## Inspector

Pamela Nield

## Full report

### Information about the setting

Shining Stars Pre-School was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a children's centre attached to a primary school in the Fenham area of Newcastle and is managed by a Community Interest Company. The nursery serves the local area and is accessible to all children aged between two- to four-years-old. There is an enclosed area available for outdoor play, which is shared with the school nursery. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 5. The nursery opens Monday to Friday, term time only, from 9am until 2.30pm. Children attend for a variety of days and sessions. There are currently 20 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and 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 records are easily accessible and available on the premises at all times.

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

- improve the opportunities for children to develop the characteristics of effective learning by ensuring that planned activities consistently offer an appropriate level of challenge to all children and the range of open-ended resources is increased
- maximise opportunities for children to develop their independence and self-care skills further by involving them in the preparation of food and encouraging them to serve themselves at snack time.

## Inspection judgements

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

The quality of teaching is generally adequate and sometimes good. Children enjoy the activities on offer and play happily. Staff have an adequate level of knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The educational programmes cover the seven areas of learning and there is a mix of adult-led and child-initiated activities. However, adult-led activities are usually aimed at the whole group of two- to four-year-olds. The wide age range means

that whole group activities are not flexible and responsive to children's individual learning needs and interests. For example, younger children begin to fidget at the whole group story time as their attention wanders; while older children are not sufficiently challenged to think creatively and critically about the story. Staff complete regular observations and assessments to highlight children's achievements and identify their next steps in learning. Learning journals contain photographs and observations of children's interests and learning. An effective system is in place for tracking the children's progress, which is consistently implemented. Its use ensures that children who are at risk of falling below their expected levels of progress are identified and receive appropriate intervention. Staff provide verbal feedback to parents at the end of each session. Consequently, parents are beginning to be engaged in their children's learning.

Resources are generally, adequately labelled and easily accessible, which supports children to be independent while playing and learning. However, there is a lack of open-ended resources, which can be used in a variety of ways, both indoors and outside. This limits children's opportunities to develop the characteristics of effective learning through exploration, investigation and creativity. Staff in general, effectively support the children in their communication and language development. They engage in constant discussion with the children, ask relevant open questions, model language and introduce new vocabulary during their activities. As a result, children are becoming confident communicators and feel valued. Children's mathematical skills are promoted as staff introduce them to a range of mathematical processes. For example, children learn about capacity as they play with water and sand, filling and emptying a variety of containers. Children are enthusiastic and thoroughly enjoy taking part in role-play activities. There is a range of items for children to dress-up in. However, the dressing-up clothes available are 'princess' dresses and role focused costumes, such as a police officer. This limits children's developing imagination. Construction toys are used to good effect and children learn to think critically and solve problems as they build tall towers. Pre-writing skills are promoted as children have access to an acceptable range of mark-making equipment, such as coloured pencils, crayons and paint. However, there is scope to enhance opportunities for children to express their own creativity further. For example, by ensuring open-ended resources, such as paints, are available for children to access either independently or in smaller groups. This is in order to give them space and time to explore and investigate the properties of paint at their own pace and deepen their concentration levels. Physical development is supported effectively in the pre-school as children have timetabled access to the outdoor environment, which they share with the school nursery. This ensures they have the opportunity to be physically active everyday. Movement is further promoted as children are encouraged to participate in music, movement and action songs as a group, to develop their physical and social skills. As a result, children are adequately supported to acquire the skills needed to be ready for school and the next stage in their learning.

Children with English as an additional language are well supported as staff work effectively with parents to learn a core set of words in the child's home language and use picture clues for routine times. This supports their settling-in as well as their learning and development. Staff have established good links with the local school and other early years providers, such as childminders. This ensures that they are able to work in partnership, sharing relevant information and complementing the children's learning. Consequently, children are well supported in their development and transitions are well managed.

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

Flexible transition arrangements help children to settle quickly into the pre-school. The key person system is effective and as a result, children are happy and settled. This helps them to feel safe and supports their all-round development and emotional well-being. As a result, children develop positive relationships and form secure attachments with their peers, key person and other staff. The pre-school provides a warm and welcoming environment, which generally promotes the children's independence skills and self-confidence. Children are being prepared effectively for transitions into the pre-school and for the next stage in their learning into the school nursery or reception class. Staff work closely with parents and teachers to share relevant information about the children's learning and development. Parents spoken to at the time of inspection, comment that they feel well informed by the staff. During the inspection, the pre-school is involved in a sponsored walk for charity. Children are in fancy dress and enthusiastic parents are on hand to offer support and encouragement as they walk around the neighbourhood together. This gives children the opportunity to learn about the community they live in. They are also supported to begin to understand the needs of others as they raise money for charity.

Children are encouraged to be independent learners through day-to-day activities, such as accessing their own resources, washing hands and putting on coats. However, there is a lot of waiting around at snack time as the whole group sits down together. Younger children find the wait difficult and they fidget in their seats. Snack time is not used effectively to promote children's developing independence and self-care skills, as they are not given the chance to help in the preparation of food, to serve themselves or pour their own drinks. There are good hygiene practices in place and the pre-school is clean and well cared for. Children are supported by staff to manage their own personal needs. For example, young children who are newly toilet trained are gently reminded to visit the toilet. Children chat with staff about healthy food choices while having their packed lunch. These strategies ensure the children start to develop an awareness of their own health and well-being. Children have a packed lunch and a healthy packed lunch policy is in place, which parents have signed up to. This helps to develop children's understanding of a healthy diet and lifestyle. Daily outdoor activities are provided to ensure the children can enjoy being in the fresh air while being physically active and developing their coordination skills.

Staff act as good role models as they effectively manage the children's behaviour through the use of a range of successful strategies. Children are supported to develop an understanding of the boundaries and expectations within the pre-school as staff reinforce appropriate behaviour by using a calm and consistent approach. They use a shaker to inform the children to stop what they are doing and pay attention. Then picture clues are used to help the children to know what is coming next. As a result, children's behaviour is good. They understand the routine and are well mannered, kind and considerate to each other. Staff use constant praise and encouragement throughout the session, which develops the children's self-esteem and makes them feel assured. Children are developing an appropriate awareness of safety as staff are nearby. They provide reassurance,

encouragement and a hand to hold if needed, which gives children confidence in their abilities. For example, they walk along an obstacle course made of milk crates and climb the steps to the slide. Therefore, children are learning to know and understand their limitations and capabilities.

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

The pre-school is led by joint managers who are committed to providing good quality care and education for the children. Staff have recently attended relevant training and demonstrate an adequate knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by a range of relevant policies and procedures, which guides the work of the staff team in safeguarding the children. Recruitment and induction procedures are effective and all staff complete relevant background checks to ensure they are safe and suitable to work with children. The two managers generally work effectively together. However, there are occasional lapses in communication, which has led, occasionally, to routine tasks not being carried out consistently. This has resulted in some records not being kept on the premises, so not available during the inspection, which is a breach of the statutory requirements. A range of risk assessments are completed by the managers. They complete and record daily checks and take appropriate action to remove or minimise risk to ensure the indoor and outdoor environments are free from hazards. As a result, children are provided with a safe and secure environment. Adult-to-child ratios are maintained and staff are largely adequately deployed within the pre-school to ensure children are supported in their play and learning.

The managers are counted in the ratios and work alongside the staff. This gives them the opportunity to share their ideas for planning and to talk about their individual key children's development throughout the day. This means that any concerns or issues are addressed quickly. The managers have implemented an adequate system, which they use to monitor the educational programmes. All staff are beginning to work together to evaluate their daily practice and identify future developments. Tracking documents are completed, so children who are falling below expected levels of progress can be identified and supported to meet their individual requirements. Performance management is adequate within the pre-school and plans are in place for managers to attend training about supervision and appraisal. This will help them to begin to develop an effective supervision and appraisal system. This will focus upon the quality of teaching and learning as well as the care and well-being of children as they employ more staff. Professional development is actively encouraged by the managers to ensure the currently inexperienced staff are able to improve their skills, knowledge and understanding. The enthusiastic managers have clear aspirations to improve. Self-evaluation is in its infancy and the managers are beginning to identify their areas for improvement. Effective partnerships exist with the children's centre support teacher as they develop effective processes for self-evaluation and reflection. This will enable them to develop detailed plans to improve teaching and learning to support children's progress over time and enhance their future opportunities.

Partnerships with parents are being well established to support the children in their learning and development. They make comments, such as, 'my child knows lots of stories, songs and rhymes now'. Parents are actively involved in the pre-school as they receive daily verbal communication, regular newsletters and questionnaires to gain their views and opinions. The entrance area of the pre-school provides a range of good quality information and resources for parents to ensure they are well informed. There are contacts for a range of services, which effectively signposts parents if they require additional help and support. Staff work well with the local authority and children's centre professionals to ensure that children receive appropriate intervention and support if needed. The pre-school also works closely with the local primary school, which supports the children's learning and promotes effective transitions.

### **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	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>	EY474304
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	949156
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Shining Stars Preschool Community Interest Company
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07504 437175

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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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