

Little Stars Christian Pre-School

Leamington Spa Baptist Church, Chandos Street, Leamington Spa, Warwickshire, CV32 4RN

Inspection date	10/10/2014
Previous inspection date	11/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and secure because of the caring and trusting relationships which they share with adults. This secure base enables children to develop effective relationships with their peers.
- Staff have good knowledge and understanding of their responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and can play and learn in a safe environment.
- Staff prepare children well for their future learning, particularly through the strong focus on communication and language development.
- Relationships between parents and staff are particularly strong and this helps to ensure that children's care, learning and development needs are fully supported.

It is not yet outstanding because

- Partnership working with some of the other settings that children attend is not secure enough to fully promote information sharing and so further support continuity in children's care and 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.

Inspection activities

- The inspector observed activities in the indoor playroom.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector carried out a joint observation with the manager.
The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Full report

Information about the setting

Little Stars Christian Pre-School opened in 1996. It operates from two rooms in the Baptist Church Hall in Leamington Spa. There is no outdoor play area. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm on Monday and Wednesday, with an option for children to remain for lunch up to 1.15pm. On Tuesday and Thursday, sessions are from 9.15am to 3pm and from 9.15am until 12.15pm on Friday. Children attend for a variety of sessions. There are currently 31 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualification at level 3, one holds a qualification at level 2 and the manager is a qualified teacher.

What the setting needs to do to improve further

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

- extend partnership working with other settings the children attend, in order to encourage information sharing and further support continuity in children's care and learning.

Inspection judgements

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

Children are very well supported by knowledgeable staff, who understand the Early Years Foundation Stage. Key staff make thorough observations and assessments of children. They identify the next steps in their learning and use this to plan purposeful activities. Consequently, children are making good progress in their learning and development given their starting points. Staff keep detailed assessment records and use the information to support children to make good progress towards the early learning goals. Summaries of each child's progress are regularly shared with parents, so that they are aware of their children's development. Any additional support is quickly sought, as and when necessary, so that all children are helped to make good progress. Observation, assessment and planning is meaningful and offers a secure overview of children's learning, development and progress. Children's interests and fascinations are recognised and taken into consideration as staff plan exciting and motivating educational experiences. Staff's understanding of the characteristics of effective learning is evident in daily practice. Next steps in children's learning are focused and specific to each child. As a result, planning is simple and reflects the development needs of all children well.

Mark making is given high priority. A wide range of resources are available and children

enjoy making marks with brushes or using their fingers and hands. This helps to stimulate their ability to use equipment and resources, and also helps them in developing the skills needed for early attempts at writing. Children benefit from a range of physical play equipment to develop their physical skills. For example, children excitedly climb in and out of a den they have made using the large climbing equipment. Children work co-operatively, taking turns to piece together picture puzzles or wait patiently for their turn with a favourite toy. Staff use excellent strategies to support children's communication and language skills. They maximise every opportunity to reinforce vocabulary and conversation throughout the session. Some of the pre-school staff have undertaken Time to Talk training through the local authority; an initiative aimed at helping children learn to talk and their parents and carers to learn to listen. As a result, children make excellent progress in understanding, listening and speaking in relation to their starting points.

The pre-school offers a fully inclusive environment for children. Several children attending the pre-school speak English as an additional language and their needs are effectively met. Many of the Time to Talk strategies, used by staff with all children, make a significant contribution to their emotional well-being and progress. For example, staff get down to the children's level when speaking and this means that children can pick up on the many clues expressed in facial expressions and body language. This helps to engage and motivate children to progress further with their language skills. In addition, staff use visual clues and signing to further support children's understanding. This contributes significantly to the good progress that all children are making, including those with special educational needs and/or disabilities and those who speak English as an additional language. Consequently, this has an extremely positive influence on children's overall development and their preparation for their eventual move to school.

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

Key persons build strong bonds and positive relationships with children and their parents. This ensures that relevant information about what children need, like and can do is obtained from the onset. As a result, children feel comfortable at the pre-school and are happy to leave their parents when they arrive. Children behave well and learn how to value and respect each other because staff treat them with kindness and set clear boundaries for expected behaviour. This helps children to learn the difference between right and wrong. Staff pay close attention to the needs of each child, so that they can take a full and active part in all aspects of the provision. They welcome children from diverse backgrounds and cultures, and help children to find out about different religions, traditions and beliefs. They use familiar words in children's home language to help them feel welcome and included. This successfully promotes equality and helps children to value diverse communities.

Children learn about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Snack times are social occasions when children and staff sit together and discuss their day. Drinks are readily available throughout the session for children to meet their own needs. The pre-school keeps up-to-date records regarding children's dietary needs in order to support their good health. The pre-school

does not have direct access to an outdoor play area. However, they have regular opportunities to use part of the church grounds for outdoor play. In addition, children are taken on regular outings within the local area, including a local park. This means they develop physical skills, while learning how exercise supports their overall health and well-being. Children are encouraged to be physically active indoors. For example, staff and children dance and swirl ribbons enthusiastically to fast paced music. The children are invited to choose how they should move to the music and eagerly suggest 'jumping' and 'stomping'.

Children spend time moving freely between both playrooms in the pre-school. This means that when young children are ready to move into the next room, they are already familiar with the environment and are encouraged to settle at their own pace. Parents and other childcare professionals are highly valued as partners, to ensure that all children are ready and prepared for their transfer between home, pre-school and school. Meetings and discussions with local school staff help to ensure that children's needs are met as they move onto the next stage in their education. This secures children's emotional well-being and helps them to approach new situations with confidence. The pre-school makes good use of necessary activities, such as practising the fire drill, to reinforce children's learning about aspects of staying safe, including fire safety.

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

Safeguarding procedures are effective and rigorously implemented so that children are safe and protected. For example, all staff have attended relevant training to ensure their knowledge of the safeguarding policy is up to date and their practice is strong. They pay close and vigilant attention to children's safety and supervision at all times. All aspects of health and safety are afforded the utmost priority by the manager. Staff regularly risk assess all areas of the premises used by children and any potential hazards are effectively identified and swiftly minimised. Recruitment, induction and vetting procedures are extremely secure and make sure that all adults working in the pre-school are suitable to fulfil their roles to the expected standard. Children's safety is effectively promoted within the premises. Staff are vigilant when monitoring the door at arrival and collection times, to promote children's safety. A comprehensive set of policies support the implementation of the requirements and underpin the good practice. Staff understand about informing Ofsted of any significant events.

The manager effectively monitors staff performance through regular supervision meetings. This includes a useful discussion about each key person's children, so they can identify appropriate support at an early stage. All staff attend core training and update this on a regular basis. They undertake an induction to cover their roles and responsibilities. This means they are clear on how to meet the safeguarding welfare requirements of the Early Years Foundation Stage. Children benefit from a consistent, well-qualified staff team that is focused, determined and hardworking. Staff work extremely well together and their different, but complementary skills and expertise, are recognised and very effectively used. Everyone working at the pre-school is passionate about what they do and show by

their words and actions that they really want to improve children's life chances. Through the attendance of other training courses, staff continue to improve the quality of provision. Effective monitoring of the educational programme means that there is a broad range of activities and resources each session. Each key person effectively monitors the individual progress of children, to make sure they make good progress. The staff team continually evaluate their own practice and identify appropriate areas for improvement. Ongoing self-evaluation includes the views of parents and children. The manager sets sufficiently challenging targets, in order to build on the already good quality provision.

Children with identified needs, including children with special educational needs and/or disabilities, are particularly well supported and monitored. Staff value the importance of close working partnerships within the provision and with external agencies. This ensures that children receive prompt and timely support, when additional help is needed. In addition, the early observations carried out contribute to ensuring young children's progress and healthy development is successfully promoted. Staff positively support children's smooth transition to school, for instance, by inviting teachers into the pre-school for a teacher's tea and sharing developmental summaries of each child to promote continuity of care. However, links with other settings the children attend, such as childminders and nurseries, are less well developed. This is because staff have not yet fully explored all avenues for sharing and seeking information about the children, in order to fully support continuity in their care and learning. Partnerships with parents are a strength of the pre-school and mean that children's needs are supported very well, with transitions between rooms as seamless as possible. Parents are fully involved in their child's care and education and have ongoing input into developmental records. Their views are sought both formally and informally, for example, through daily discussions and through regular parent consultations and questionnaires. Parents spoken to at the time of the inspection were very happy and comment that staff are 'amazing' and 'brilliant' and that their children want to stay longer.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	200673
Local authority	Warwickshire
Inspection number	854269
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	31
Name of provider	Little Stars Christian Playgroup Committee
Date of previous inspection	11/11/2009
Telephone number	01926 477597

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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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