

# Little Stars Pre-School

Kirkley Sports & Social Club, Recreation Ground, Walmer Road, Lowestoft, Suffolk, NR33 7LE

## Inspection date

25/11/2014

Previous inspection date

02/06/2014

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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

- Partnerships with parents are strong. They are kept well informed of their children's progress and are provided with opportunities to play an active role in their learning.
- Staff enthuse and motivate children to learn. The information gained from observations and assessments is used effectively to plan challenging activities, to support children's progress in all areas of learning.
- Children with special educational needs and/or disabilities benefit from strong support due to clear, professional links with other specialist agencies and parents.

### It is not yet good because

- Supervision and monitoring procedures are not yet sufficiently established to foster a culture of mutual support and promote consistency in the quality of teaching.
- The induction process for staff, volunteers and students does not ensure that all policies and procedures are understood and followed, so that children's well-being is safeguarded at all times. This is with particular regard to the mobile phone policy.

## 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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the supervisor and the provider.
- The inspector held meetings with the management team of the setting.
- The inspector looked at children's assessment records, planning documentation and registration documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kerr Cobbett

## Full report

### Information about the setting

Little Stars Pre-School opened under its present management in January 2001 and is on the Early Years Register. It is privately owned and operates from a large hall in a community and sports centre situated on the outskirts of Lowestoft, Suffolk. All children share access to a secure outdoor play area. The pre-school is open each weekday during term time only. Opening times are Monday to Friday from 9.05am to 12.05pm and also Tuesday and Friday from 12.45pm to 3.45pm. There are currently 34 children on roll. The pre-school cares for children with special educational needs and/or disabilities. There are currently four members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6.

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

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

- ensure all staff are effectively supervised and have the necessary support, coaching and training to improve their personal effectiveness, and that this process is monitored to develop consistency in the quality of teaching
- ensure there is a robust induction process for staff, volunteers and students that includes more guidance on the policies and procedures, with particular regard to the use of mobiles phones while children are present.

## Inspection judgements

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

Children are happy and settled at this setting. This is because staff take time to gather information from parents relating to children's individual routines and preferences before they start. The tracking process, which is used at the end of each term, is effective in monitoring children's continuing progress. Staff understand the importance of observing children, in order to assess their individual level of achievement, interests and characteristics of learning. Staff understand the benefits of working in partnership with parents to meet children's needs. As a result, children are supported to make steady progress in their development across the seven areas of learning. Detailed plans demonstrate staff's awareness of the need to ensure that a wide ranges of stimulating activities are available during the sessions. Staff have reflected on the learning environment and have made changes to ensure the cosy area, where children read or rest, is more inviting. Children now use the story area several times during the day. As a result, their communication and language development is steadily improving. Staff provide opportunities for arts and crafts activities, where children enjoy painting. Outside, children explore the sand, transporting it freely from one tray to another as they extend their play.

There are also opportunities to be part of group singing activities and story time. The setting works as a valuable part of the community and welcomes volunteers, who enjoy reading stories to the children and actively participating in the setting. However, during some group activities, variances in the quality of teaching result in some children becoming distracted. This is because some staff have not been fully coached in gaining skills in adapting the activity to ensure all children are engaged.

Staff provide a friendly and welcoming environment where the children are suitably stimulated to gain the necessary skills in readiness for school. The environment is organised to support individual children's next steps but also allows for children to initiate play spontaneously. For example, in the garden, a child pretends to telephone a friend, explaining that they could go on a trip to a theme park. The child then proceeds in the car to meet the friend, demonstrating the development of imagination and sequencing of events. The setting fosters this child-led play, which means children develop in confidence and self-esteem because their own ideas are valued and encouraged. Staff promote children's independence and peer support well. For example, older children enjoy helping younger children with their coats, in order to play outside. As a result, children build strong and trusting relationships with other children and staff. Children with special educational needs and/or disabilities are fully included alongside their peers, with appropriate support from the staff team.

Parents have strong relationships with the staff. They share information and receive updates on their child's care routines through daily conversation when they drop off and collect their children. Parents are encouraged to help their child find their name for self-registration and receive ongoing information about their child's learning through various different approaches that have been successful. New parents explain how robust they feel the settling-in procedures have been. Existing parents explain the positive impact the setting has had on their child's development. The setting engages parents in their child's learning and important events in their lives using soft toy bunnies which are shared with the families. Children and parents write about the bunnies' time at their house. Staff use this as an important factor for children's personal, social and emotional development as bunny visits the dentist or goes home when a new sibling is born. Parents are keen to discuss the setting's recent visitors and the trips undertaken, which have had a big impact on what children talk about at home. Children have been to visit the local fire station and a soldier has visited the setting. As a result, children are developing a sound understanding of the world around them.

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

Children's emotional security is addressed well by key persons and relationships between staff and children are positive. Staff make good use of praise and encouragement within the setting, which promotes children's self-confidence and emotional well-being. Parents are encouraged to complete an information form about their child's likes, dislikes and current routine, which helps staff to understand and meet their individual care needs. Staff effectively support children's move to the next stages in their learning because of the strong links in the community, including the school. They also establish sound relationships with other early years providers, such as childminders, in the local area and

this makes a strong contribution to meeting children's needs. Any concerns about children's well-being or development are quickly identified and managed consistently. Staff create a welcoming environment for children and their parents. Information on their appropriate practice with regard to safety, illness and accidents is shared with parents. The setting ensures that parents have a wealth of information available to help them to understand the curriculum. Staff ensure that communication between all other settings and/or early years providers is clear and relevant to ensure the needs of children continue to be met.

Staff provide a well-organised snack time with healthy options. Children's individual dietary needs and requirements are effectively met. Since the last inspection, staff have developed a medical board where information around children's allergies and any medical needs is available to all staff. This practice is now well embedded as part of the registration process, to ensure staff are knowledgeable about each child's needs. Furthermore, staff have also developed a rigorous procedure to keep children safe in the sun. As a result, children's health requirements are met. Staff have a sound understanding of health and safety procedures. They check all areas of the environment before children access them to ensure they are fit for purpose. This is particularly important because of the shared access to the building. Children develop an understanding of how to keep themselves safe as staff encourage them to consider their own safety outside in the vast space where they run and explore. However, during the inspection, children's safety was not fully assured as the setting's policies and procedures relating to the use of mobile phones were not adhered to. Management recognised this and acted quickly to minimise the impact on children's welfare.

Children independently wash their hands and pour their own drinks. The procedure for hand washing is now in the main playroom which means children can access this independently and far more frequently as they learn about minimising the spread of infection. Children develop self-help skills and confidence, which supports them well in preparation for their move on to school. All children have daily opportunities for fresh air in an enclosed outside area. Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise, by actively participating in vigorous play in the garden area. The setting has developed the use of an intercom and walkie-talkie system that ensures staff can promptly support children to access the toilets. This also means that staff can summon help quickly, if they need to. During the time where staff take children to the toilet, the door into the playroom is now locked and staff use the intercom system to be let back into the setting. This promotes children's security.

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

Staff are clear about the child protection procedures to follow should they have a concern about a child in their care. There is a written policy and procedure in place for safeguarding children. However, the induction process that management has devised for staff, volunteers and students is not robust enough to ensure that all policies and procedures are understood and followed. The manager acknowledges this when an adult's mobile phone rings while supervising children in the outside play area, which is a breach

of the setting's policy about the use of mobile phones and cameras. The manager dealt with this promptly, ensuring that any impact on children was minimised. Staff have attended relevant child protection training and completed suitability checks. Children play in a suitable environment because staff complete daily safety checks of the premises, in addition to regular risk assessments of the environment and resources. Children's safety is further supported through the appropriate implementation and recording of accident and medication procedures. Management understands the procedures to support the safer recruitment of staff working with children and has reflected on the current procedures. There are further procedures which she plans to implement to strengthen the recruitment process, including acknowledgement that the policies and procedures have been read and understood.

The manager is committed to improving the setting's provision. Since the last inspection, all previous actions have been addressed. She recognises that there are still some variances in the quality of teaching but has yet to fully establish an effective programme of supervision and monitoring. This means that staff are not being fully supported in developing their practice through mutual support. During the joint observation, as part of this inspection, the manager was able to identify variances in the teaching, where staff may need more support in their practice. The provider has focused on improving staff's understanding of the observation and assessment process which is working more effectively. The provider effectively monitors children's progress throughout the setting, to ensure they are making expected progress and that activities are suitable and challenging. Staff are beginning to attend training relevant to their roles and some staff members are working towards higher qualifications to fulfil their role. This process is in its infancy and has yet to raise the quality of practice consistently. Some staff are first aid trained. Staff value partnership working, particularly with children who have special educational needs and/or disabilities. They work closely with other professionals to support children and their families effectively.

The manager and the new staff team aspire to continually improve the provision for children who attend. The setting has sought feedback from the local authority, parents and children as part of their improvement process. They have implemented an ongoing action plan, and now plan to review their self-evaluation document to continue to identify new areas of improvement. Parents speak of the warm relationships between children and staff. Staff provide parents with information about their children's learning and development through verbal messages which are shared every day by the key person. Staff work closely with other professionals, to ensure they are able to support children through the targeted learning plans.

## 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

<b>Unique reference number</b>	251594
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	982055
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Allison Jane Bayfield
<b>Date of previous inspection</b>	02/06/2014
<b>Telephone number</b>	07926054096

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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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