

Starlings Pre School

c/o Manor Field Infant School, Haydn Road, Basingstoke, Hampshire, RG22 4DH



Inspection date	19 January 2015
Previous inspection date	31 March 2009

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

Summary of key findings for parents

This provision is good

- Staff use a comprehensive system to monitor and support children's progress well. As a result, children are making good progress given their starting points.
- Staff make good use of photographs and picture aids to encourage children to communicate their needs and choices. This includes children who speak English as an additional language, or those who have special educational needs and/or disabilities.
- Staff have strong relationships with other professionals, such as teachers from local schools. This helps them to prepare children well for their move to school.
- The manager places a strong focus on the professional development for staff. Staff enhance their knowledge by attending regular training. They share learning with their colleagues, which helps to improve the quality of their practice.

It is not yet outstanding because:

- There are fewer opportunities for children to develop their literacy skills outside.

What the setting needs to do to improve further

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

- enhance the opportunities for children to develop literacy skills outside.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with staff, some children and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how to support and extend children's learning. They make good use of photographs and picture aids to encourage children to communicate their needs and choices. This particularly supports children who speak English as an additional language, and those who have additional needs. Staff challenge children's physical development well. For example, they teach them to throw hoops over cones. Staff generally plan good activities outside to help children to continue learning in their chosen environments. However, there are fewer opportunities for children to develop their literacy skills. For example, staff do not consistently provide tools for children to practise their early writing skills in the outdoor areas. The manager and staff use a comprehensive system to monitor and support children's progress. They plan effectively to meet children's individual needs and interests. Parents state that they feel well informed and included in their children's learning. Staff consistently share information regularly with them and gather their views and suggestions for children's next steps in learning.

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

Staff have built strong relationships with other professionals. For example, they work in close partnerships with outreach teams and teachers from local schools. This helps them to prepare children well for their move to school. Staff use appropriate strategies to manage the children's behaviour effectively. They role model how to take turns and share, which encourages children to behave well. Staff teach children how to manage risks, such as cutting safely with scissors. They help to build children's confidence and emotional well-being with a good key-person system. Staff share information during regular meetings, which helps them to support all children's interests and needs. Children are independent learners because staff provide plenty of chances for them to manage their own personal needs. For example, children wash their own hands and drink water when thirsty.

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

The manager and staff have a good understanding of how to keep children safe and what to do if they have a concern about a child's welfare. The manager evaluates the provision well to identify strengths and possible areas for development. Staff gather feedback from parents through discussion and the use of parental questionnaires to help them to know what works well and the areas for improvement. The manager places a strong focus on the professional development for staff. Staff enhance their knowledge and understanding by attending regular training. They share learning with each other and implement new ideas to help to improve the quality of their practice.

Setting details

Unique reference number	110181
Local authority	Hampshire
Inspection number	839684
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	86
Name of provider	Starlings Pre School Committee
Date of previous inspection	31 March 2009
Telephone number	07740715078

Starlings Pre-School opened in 1993. It is situated in classrooms attached to Manor Field Infant School in Basingstoke, Hampshire. The pre-school has access to two enclosed outside areas and some use of the school playing fields. Starlings Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll. They receive funding for free nursery education for two-, three-, and four-year-olds. Children attend for a variety of sessions. The pre-school currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language. They open five days a week during school term times. Sessions are between 9am to 11.30am and 12.30pm to 3pm, Monday to Friday. There is an optional lunch club so children can attend between 9am to 3pm. There are eight members of staff working with the children. Of these, seven staff hold a level three childcare qualification and one member of staff has a level four qualification.

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