

# Little Stars @ Bourne Pre-School



The Bourne Community College, Park Road, EMSWORTH, Hampshire, PO10 8PJ

**Inspection date** 17 March 2015  
Previous inspection date 13 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff provide an excellent balance of activities and regular routines. This purposeful focus results in children feeling secure, settling well and effectively gaining confidence because they understand what will happen next.
- The exceptionally well-organised small-group system provides a strong nurturing base for all children attending. This securely encourages children's sense of belonging, builds their relationships and fully promotes their emotional well-being.
- Staff use the small key-group times very effectively to challenge and stimulate individual children. Consequently, children show increasing concentration, and enthusiastically develop their listening and language skills.
- Staff plan extensively to enrich children's learning across many areas by including purposeful activities during indoor and outdoor play. This meets children's learning needs, including those who prefer outdoor play for the majority of the session.
- The provider and staff show a comprehensive knowledge and understanding of the Early Years Foundation Stage. They impressively focus on children's individual development and successfully plan for children's next steps in learning.
- Staff show high levels of commitment to team work. They rigorously evaluate the provision and work with the provider to update systems and information. This successfully improves the quality for children and their families.
- Staff are proactive; they seek support, and creatively use information, from professionals when needed to develop individual play plans. This encourages parents' participation and fully enhances children's ongoing progress.

## What the setting needs to do to improve further

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

- refine systems of working in partnership with parents to enhance the two-way flow of information sharing, to promote further continuity in children's learning.

### Inspection activities

- The inspector viewed the premises indoors and outside, including the resources used by children and staff throughout the inspection.
- The inspector spoke with the provider and all staff; she interviewed parents and spoke with children during activities.
- The inspector carried out a joint observation of a planned activity with the provider and discussed the impact of this on children's learning.
- The inspector viewed a range of documentation completed by the provider to meet the regulations for maintaining children's safety and to promote their development.

### Inspector

Christine Clint

## Inspection findings

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

Staff expertly use local facilities and organise themes to dynamically support children's awareness. For example, they arranged a visit from the local fire department and included fire drills every day for a week to reinforce children's understanding. To extend children's learning through a safe experience staff provided a real fire using a fire-pit. Staff taught children how to move safely around the boundaries and as a result, children learned about the danger of fire. Children develop practical skills and learn to take responsibility. For example, they listen and follow instructions when cooking. Staff have excellent teaching skills and they encourage children's thinking through frequent questioning. Consequently, children show high levels of self-motivation and clearly gain strong satisfaction from activities, for example, when they plant seeds during outdoor play. Children rapidly gain knowledge and confidently use newly-learned language to describe their experiences. These well-planned activities fully prepare children for their ongoing learning.

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

Children are happy and keen to attend the pre-school. They show enthusiasm and move between all areas capably. They appreciate opportunities for being active and use the outdoor play apparatus eagerly. This encourages children to have regular exercise to support a healthy lifestyle. Children understand the daily routines well and this significantly increases their self-care skills and independence. For example, they recognise the change in temperature and persevere when putting on their coats. Children make decisions about snacks and lunch; they choose their fruit, serve themselves with healthy, fresh-cooked food and pour their own drinks. They responsibly wash their plates and cups afterwards. At lunch, children sit with staff and practise good manners by waiting for each other to start eating. Staff support all children positively and, in this way, they meet the variations in children's learning levels. This enables all children to achieve their learning potential.

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

The provider shows a dedicated and focused attitude to her responsibility to meet the requirements. She has introduced comprehensive systems for checking staff suitability and for recording all induction procedures. She implements staff appraisal and supervision systems to manage staff performance and identify training needs. The provider motivates staff to use professional support and attend dedicated training courses to benefit children's individual learning needs. All staff hold appropriate qualifications and have a strong knowledge of safeguarding children. They work together extensively to fully evaluate wide areas of the provision. This includes gaining parents' views to target improvements. Staff support parents well and use flexible methods to gain information about learning at home. This encourages most parents to take part in children's ongoing

learning.

## Setting details

<b>Unique reference number</b>	EY377192
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	838172
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Gabriela Monika Rosi Funke-Martin
<b>Date of previous inspection</b>	13 March 2009
<b>Telephone number</b>	07910 743 378

The pre-school registered under the present owner in 2008. It operates from a purposely designed building attached to the Children and Family Center in the grounds of the Bourne Community College, near Emsworth. The pre-school is open each weekday during school term times, from 9am until 4pm. The provider holds Early Years Professional Status and all staff hold relevant childcare qualifications. The pre-school receives funding for the provision of free early education for children aged two to four years.

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