

Little Stars Preschool

c/o Yarlside Primary School, Redoak Avenue, BARROW-IN-FURNESS, Cumbria, LA13 0LH



Inspection date	23 March 2015
Previous inspection date	29 February 2012

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

- Children make good progress in their learning, given their starting points. Staff use the information from their observations and assessments to plan a wide range of fun and challenging activities, that are shaped to children's individual needs and interests.
- Children are highly valued in this welcoming and inclusive pre-school. Staff encourage children to share information about their family and culture with their friends. As a result, children learn to respect each other's uniqueness.
- Staff are highly trained in safeguarding children and are knowledgeable in the procedures to take to protect children from harm. Therefore, children are kept safe.
- Well-qualified staff are committed to continued improvement and regularly attend further training to develop their knowledge and skills. They actively share what they have learned with other staff and apply their learning to raise the quality of care and learning for children.
- Staff work together with parents to support children who speak English as an additional language. They seek familiar words in children's home languages to display around the play areas and engage all children, as they say 'good morning' in a variety of languages.

It is not yet outstanding because:

- There is room to enhance the outdoor area, so that children have many more opportunities to explore a range of natural materials and to develop their early literacy skills, through a wider range of visual pictures and print.
- Detailed accident records are not yet fully monitored and used to reappraise risk assessments to further minimise and prevent future accidents occurring.

What the setting needs to do to improve further

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

- enhance the outdoor play area to further support children's exploration and literacy skills. For example, by displaying a wider range of visual pictures and print for children to observe and by maximising the use of the empty planters with a range of natural materials, such as stones, bark and leaves for children to explore
- strengthen the monitoring of accident records and use this information to contribute to the regular reappraising of risk assessments, to further minimise and prevent any future accidents occurring.

Inspection activities

- The inspector toured the pre-school.
- The inspector held a meeting with the manager of the pre-school.
- The inspector observed children during their freely chosen activities.
- The inspector held discussions with staff and the children throughout the inspection.
- A joint observation was conducted with the manager of the pre-school during a focused activity.
- The inspector examined a range of documentation. These included, the policies and procedures, evidence of staff suitability checks, staff training records, children's observation and assessment records, and the provider's self-evaluation document.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

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

Staff greet children with a friendly smile as they arrive, and take a special interest in what they have been doing at home. They encourage children to share this with their friends. Children eagerly talk about their recent visit to the dock museum and share information, such as the names of the boats that they saw. Children develop their creative-thinking skills, as staff ask a good range of thought-provoking questions. The indoor environment invites children to play and learn because it is appealing and rich in print. Children enjoy helping to make an obstacle course outdoors and competently move in a variety of ways. There are fewer opportunities for children to explore a range of natural materials in the outdoors because the designated planters are not always restocked. Furthermore, there are fewer visual pictures and print for children to observe, to develop their early literacy skills. Staff value parents and welcome them into the pre-school to share their skills. For example, children enjoy a Chinese banquet as part of their Chinese New Year celebrations and take an active part in yoga sessions.

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

Children are very happy and develop secure attachments with staff that are caring, friendly and kind. Induction procedures are tailored to children's individual needs. Children learn about healthy eating as they plant vegetables in the garden. They watch them grow and use the fresh produce to make nutritious vegetable soup. Children are independent because staff encourage them to do things for themselves. Younger children eagerly select their coats for outdoor play and make their own choices about whether to play indoors or outside. Older children pour their own drinks and competently dress themselves in the role-play area. Children are emotionally ready for their move to school because the staff effectively prepare them. They read stories about starting school and encourage children to take 'story sacks' home to read with their family. Teachers from local schools are welcomed into the pre-school to observe children in a familiar environment. Regular meetings with other settings ensure that children's learning is shared effectively.

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

Managers and leaders have a good understanding of their roles and responsibilities in delivering the Early Years Foundation Stage. Children's safety is highly regarded. Robust recruitment procedures ensure that staff are suitable for their role. Accidents are recorded well. However, the information from these is not yet fully monitored and used to reappraise the risk assessments to further prevent any future accidents occurring. The manager monitors all children's progress and swiftly identifies and supports any gaps through timely interventions. Staff confidently work together with a range of professionals to support children. The quality of teaching is good. Staff constantly reflect on their own practice. They use written and video observations to monitor each other's practice and confidently feedback what staff do well and what needs to be improved. The regular sharing of assessments means that parents are fully engaged in their children's learning.

Setting details

Unique reference number	EY359268
Local authority	Cumbria
Inspection number	863588
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	29
Name of provider	Little Stars Pre-School Committee
Date of previous inspection	29 February 2012
Telephone number	07845658888

Little Stars Pre-School was registered in 2007. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3, including the manager who holds a qualification at level 5. The pre-school opens from Monday to Friday, during term time. Sessions are from 8am until 5pm. 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.

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