

## Inspection date

20 May 2015

## Previous inspection date

23 May 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The lead practitioner with responsibility for safeguarding has not attended training in order to update her knowledge and does not have an up to date understanding of the disqualification requirements.
- Staff do not encourage children to develop their independent skills, for example, by pouring their own drinks, serving their own snacks and taking off their own coats.
- Staff sometimes intervene too quickly in children's play, without offering them the opportunity to explore activities fully. The routine of the morning means that children's play and learning is frequently interrupted.
- Some parents do not know who their child's key person is and not enough information is shared regarding children's learning and development.

### It has the following strengths

- The manager and staff have worked hard to address the areas for improvement identified at the last inspection.
- The pre-school is undertaking a quality assurance scheme in order to drive improvement. This means that they are constantly reviewing the quality of the provision.
- The layout of the room has been changed in order to provide a quieter area for reading books and older children now have regular opportunities to link sounds and letters.
- Children, including those that are quite new to the pre-school, settle quickly on arrival.

## What the setting needs to do to improve further

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

- ensure that all staff, including the lead officer for child protection, have attended a child protection course and have an up to date knowledge and understanding of the disqualification requirements
- ensure that children are ready for school by providing them with opportunities to develop their independence and allowing them the time to explore activities for themselves
- develop the partnerships with parents by ensuring they are aware of their children's key person and regularly sharing information about their children's learning and development.

### Inspection activities

- The inspector observed children throughout the day, both indoors and in the outside area.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including the staff training records.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.

### Inspector

Penny Fisher

## Inspection findings

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

Children are active and busy during their time at pre-school. Activities are generally challenging and maintain most children's interests. Most children are confident to explore the environment and join in enthusiastically. There have been improvements, for example, all staff are now observing and assessing children's progress consistently. Most children are progressing well for their age. Children's next steps are used to inform planning for their individual needs. However, systems to monitor the progress of groups of children, such as those with English as an additional language, are in the early stages of implementation. The educational programme ensures that children enjoy a wide range of activities, but there are fewer opportunities for children to develop their understanding of the world. Following the last inspection, the pre-school has introduced natural resources, both inside and outside. However, because staff are not promoting their use, the children are not exploring these materials. The quality of teaching is variable. Staff are good at modelling language and ask children lots of questions, but sometimes they intervene too soon in children's play or help children to do things instead of allowing them the time to explore and work things out for themselves.

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

Children generally behave well in pre-school. They can repeat the rules and staff are good at encouraging the children to share and take turns. Children receive consistent support in managing their emotions. They benefit from warm relationships with the staff and are confident to approach them for reassurance. Snacks are healthy as parents bring in fruit for the children to share. However, snack time is not well organised and does not support children in developing independence. Children play outside in the fresh air frequently, and learn how to manage the space skilfully when running and using scooters and cars. As the pre-school is on the first floor, they have good opportunities to practise managing the stairs safely. The pre-school is developing relationships with local schools to ensure children are ready for school and transition arrangements are effective.

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

The manager is a good role model, for example, when leading singing and story time. She has introduced regular observations of staff practice in order to improve the quality of teaching. These are beginning to have an impact and staff are reflecting on their practice, for example, when reviewing circle times in order to engage the youngest children. Partnerships with parents are not yet well-established. Many of the children are relatively new to the setting, but some parents are not aware of who their key person is and do not feel well-informed about the educational programme and what their children are learning at pre-school. The manager needs to ensure that safeguarding training is updated, records of training are complete and that she understands the requirements regarding staff disqualification.

## Setting details

<b>Unique reference number</b>	EY469992
<b>Local authority</b>	Slough
<b>Inspection number</b>	1006130
<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>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Pre-School Stars Ltd
<b>Date of previous inspection</b>	23 May 2014
<b>Telephone number</b>	01628667933

Pre-School Stars registered on the Early Years Register in 2013. The pre-school is in Slough, Berkshire and operates from first floor premises at Shiloh Church. Children use a main playroom and have access to an outdoor garden.

The pre-school operates weekdays from 9am to 3pm term-time only. Children attend for a variety of sessions. There are 19 children on roll. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of staff; of these, two hold appropriate childcare qualifications. The manager holds early years professional status.

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