

Shining Stars Pre-School

Fenham Childrens Centre, Stocksfield Avenue Primary School, St Cuthberts Road,
Newcastle Upon Tyne, NE5 2DQ



Inspection date

2 July 2015

Previous inspection date

12 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 are highly qualified and translate their knowledge effectively into good quality teaching in the pre-school. This has a positive impact on the progress children make in their learning. Staff use their observations to plan purposeful activities which are precisely focused on children's interests and next steps in learning.
- Children who speak English as an additional language are well-supported. For example, staff use visual timetables and display and use words in their home language.
- Children's well-being, health and welfare are supported very effectively.
- Staff fully understand their joint and individual roles and responsibilities and work well together as a team. This ensures that they efficiently implement the requirements of the Early Years Foundation Stage and meet the needs of all children.
- Effective partnerships between parents and staff ensure that parents are kept informed about their child's learning and ways in which this can be extended at home.
- Self-evaluation arrangements are strong and take account of the opinions of staff and parents. The management clearly identify areas for improvement, which they prioritise and address through a whole-team approach. The action and recommendations raised during the previous inspection have been addressed to improve the quality of care and education for children.

It is not yet outstanding because:

- Opportunities for children to develop more understanding of the natural world, for example, by learning about growth, nature and change while playing outdoors are not fully exploited.
- Staff have not fully considered how the structured routines around snack time occasionally interrupt children's interests and flow of play.

What the setting needs to do to improve further

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

- enhance opportunities for children to continue learning about the natural world outdoors, for example, by providing areas for children to plant and grow seeds
- review the arrangements for snack time to allow a more flexible approach, so as not to interrupt children's flow of play, and enable them to sustain their own interests.

Inspection activities

- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector observed children engage in learning activities indoors and outside.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Fairhurst

Inspection findings

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

Children's language and communication skills are promoted well. Questioning is consistently strong because staff play alongside children and encourage them to be inquisitive, talk through their thinking and develop their ideas. For example, as a group of children enthusiastically make their own play dough, they describe how it feels when they add the salt and oil, and decide what colour to make it. This means that children are developing essential skills, which ensures they are well prepared for the next stage of learning, such as starting school. Children enjoy looking at books and listening to stories. They know that the author writes the words and the illustrator draws the pictures. Children's early writing is promoted well. They create their own books using their imaginations to make up their own story. However, as children follow their interests, occasionally their enjoyment and flow of play are disrupted because other daily routines, such as snack time, are given priority. Children progress well in their knowledge of numbers and calculating through singing rhymes, playing games and making predictions. They have many opportunities to be physically active outside. For example, they develop their balancing skills, ride bikes and make dens. However, staff do not use the outdoor space to fully build on children's opportunities to investigate the natural world and learn about how things grow and change over time.

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

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting children as they play. This promotes children's emotional development. Children play independently and with their peers and show respect as they share and take turns. They develop confidence and self-esteem because staff give regular praise, encouragement and support and, as a result, their behaviour is good. The staff promote healthy eating as children choose from a range of healthy options and fresh fruit at snack time. Staff remind and encourage children to look after their own safety. As a result, children understand the need to apply sun cream and wear appropriate clothing, such as their sun hats on hot days. This enhances children's physical well-being and encourages them to be active in their learning.

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

Good priority is given to safeguarding children because all staff have a clear understanding of child protection procedures. Risk assessments are thorough and effective safety measures are implemented. There are robust staff recruitment and vetting procedures to check the suitability of adults working with children. The managers are fully committed to improving quality to develop existing good practice, and value training opportunities. This has a positive impact on staff practice and knowledge. The managers closely monitor staff performance and the effectiveness of teaching and learning, through robust supervision and appraisal meetings. Partnerships with parents and the host school are strong.

Setting details

Unique reference number	EY474304
Local authority	Newcastle
Inspection number	1016374
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	46
Name of provider	Shining Stars Preschool Community Interest Company
Date of previous inspection	12 June 2014
Telephone number	07504 437175

Shining Stars Pre-School was registered in 2014. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 5 and one at level 3. The pre-school opens Monday to Friday, term time only, from 9am until 2.30pm. It provides funded early education for two-, three- and four-year-old children.

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