

# Shiny Stars Pre-School

Neighbourhood House, 30 Cromwell Road, Peterborough, PE1 2EA



## Inspection date

3 July 2015

Previous inspection date

21 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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 required progress check for children between the ages of two and three years has not been carried out on some children. Consequently, parents have not been fully informed of their children's development.
- The systems in place to review staff practice and observe and assess children are not fully effective in ensuring consistency in teaching across the staff team.
- Observations do not always clearly identify activities and support that will help children to reach the next steps in their learning.

### It has the following strengths

- Close bonds have formed between key persons, children and their families, which helps children feel a good sense of security and confidence in the setting.
- Staff value the good partnerships in place with parents and welcome their support. Daily discussions ensure that there is a coordinated approach to sharing information.
- Staff provide stimulating play areas and make good use of the outdoor environment. They provide activities that support children's development across all areas of learning.
- Staff provide children with a safe environment in which to learn and encourage them to think about their own safety. Children learn how to use cutlery safely when preparing snack and know the action to take in an emergency.

## What the setting needs to do to improve further

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

- complete the progress check for children between the ages of two and three years, ensuring that parents are provided with a written summary of their child's progress in the prime areas of learning and development
- ensure that staff supervision arrangements are effective in identifying and addressing any weaknesses in teaching and that staff are fully aware of their roles and responsibilities
- improve assessments of children's development in order to link activities more closely to individual needs and provide further challenge and extension in their learning.

### Inspection activities

- The inspector observed children's activities in the playrooms and the outside learning environment.
- The inspector held a meeting with the provider and manager, and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of staff working with children.

### Inspector

Carly Mooney

## Inspection findings

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

Children make sufficient progress and are adequately prepared for school. For example, they participate enthusiastically in planned phonic sessions. Staff provide a suitable variety of activities that interest children. However, the progress that children make is not yet good as the quality of teaching and planning for learning is variable. Children enjoy listening to stories, especially when props are used to bring the story to life. However, some staff are less skilled in extending activities for older children. For example, they do not always ask questions to encourage their thinking skills or allow them to further explore the props in their play. Staff observe and assess children's progress and generally have an overview of their development at any one time. However, occasionally, identified next steps in children's development do not link well to individual learning needs that will further support children's progress. Parents contribute to children's starting points and a final report of their progress is shared prior to starting school.

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

In most aspects, children's well-being is supported appropriately. However, weaknesses in leadership and management have an impact on this as the registered provider has not fully understood the roles and responsibilities. Children are warmly welcomed into the setting. Staff show clear appreciation for the different backgrounds of children attending. Bilingual staff provide good support for children and families who speak English as an additional language. Children enjoy being active outside. They ride up and down the garden on scooters and run around being superheroes with their peers. Children are encouraged to think about their own self-care needs. They access constant drinks in hot weather. At snack time, children help to prepare their own snacks as they develop their independent skills. Children generally behave well and have made close relationships with their peers. Staff offer sensitive and timely support when necessary. They praise children for their achievements which contributes to raising their self-esteem.

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

Senior management does not supervise or monitor staff practice closely enough to address variances in the quality of teaching. Children are not consistently supported to ensure they make good progress. Management was unaware that staff have not completed the progress check for children between the ages of two and three years on some children. Parents have not been given a written summary of this where applicable. However, the manager is beginning to spend more time in the children's play areas so that she can model effective practice. Suitable arrangements for safeguarding children are in place. Recruitment is robust and ongoing checks of staff suitability ensure they remain suitable for their role. Staff understand how to work with the other settings that children attend. Effective relationships have been established with local schools to support children's move to the next stage in their education. Effective partnerships with parents are in place and parents share positive views of the pre-school and staff.

## Setting details

<b>Unique reference number</b>	EY407727
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	850852
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Nusrat Choudhary
<b>Date of previous inspection</b>	21 September 2010
<b>Telephone number</b>	01733 554 004

Shiny Stars Pre-School was registered in 2010. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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