

# Little Stars Preschool

Surfleet Primary School, Station Road, Spalding, Lincolnshire, PE11 4DB



## Inspection date

2 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Relationships with parents are good and support a shared approach to children's learning. Parents have daily opportunities to view observations and photographs of their children through a computer assessment program and comment on their progress. Children take books home to read with their parents and staff give suggestions about how learning can be supported at home.
- Children's relationships with their key person are strong. Children new to the pre-school quickly form close, emotional bonds with staff. Children show high levels of confidence and participate in activities with enjoyment.
- Teaching methods used by the staff are of a consistently high quality. Staff provide a rich, varied and imaginative educational programme. They know the children well and plan effectively for each individual child based on their interests and developmental needs.
- Children benefit from a stimulating and challenging setting. They are provided with good opportunities to be active and engage in exploratory play. Children make their own choices about where they would like to play and freely access the outdoor area throughout the day.
- Self-evaluation is embedded in practice and action plans are targeted firmly on continued improvements. This helps to ensure children benefit from a consistently stimulating and continually evolving provision.

### It is not yet outstanding because:

- Children are helped to gain an understanding of different cultural events and the wider world. However, the cultural backgrounds of some children that attend the setting are less well promoted.

## What the setting needs to do to improve further

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

- find ways to promote and share the different cultural backgrounds of all of the children attending the pre-school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are trained in child protection and fully understand their responsibilities in protecting children in their care. Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Ongoing suitability of staff is regularly checked at supervision meetings. The manager and her staff demonstrate very good capacity for improvement. The professional development of all staff is supported well. Staff attend courses that help to enhance their knowledge and skills and improve children's experiences. Staff meet regularly to evaluate practice and reflect on the ongoing needs of the pre-school. The manager consistently checks the individual progress children are making in their learning and in different groups, such as boys and girls. Parents' feedback about the pre-school is regularly sought and used to improve the services offered.

### Quality of teaching, learning and assessment is good

Children are confident learners. They delight in a good variety of interesting learning opportunities and they show curiosity in their play. Staff provide consistent opportunities for children to think critically and make their own decisions. Staff support them in playing matching games. Children are challenged to remember where each picture card is placed to make a pair. Staff enhance their learning by asking questions about the animals on the cards they have matched. Children's language development is given high priority. They are introduced to more complex and interesting words, such as multicoloured. There are good opportunities to hear initial letter sounds in words and children confidently put actions to the sounds they hear. Older children write their name on their work and are proud of their efforts. Partnerships with the local school are effective to provide a smooth move from the pre-school to the school environment.

### Personal development, behaviour and welfare are good

A welcoming and friendly atmosphere greets all children and their families. Children behave very well. Staff are good role models and use positive praise to build children's confidence and self-esteem. Children are helpful and show kindness towards their peers. They share resources with very little prompting and know how to take turns in activities. Children know and follow the rules and routines of the pre-school. Children's independence and self-care skills are well promoted. They dress and undress themselves for outdoor play and access tissues to blow their own noses. Children have good opportunities to be physically active. They climb and balance on obstacle courses they have built themselves. Children play in a safe and secure environment. Staff carry out regular risk assessments to identify and reduce hazards. The pre-school has obtained a Healthy Childcare Status award.

### Outcomes for children are good

Children are making good progress in their learning. They are effectively supported by staff to help them reach identified next steps in their development. Staff quickly identify any gaps in children's learning and plan focused activities to overcome them. Children gain a vast range of skills that will support them well in the next stage of their education.

## Setting details

<b>Unique reference number</b>	EY479681
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	980601
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Beverley Gromett
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07841417464

Little Stars Preschool was registered in 2014. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to 6, including the manager who has Qualified Teacher Status. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 2.45pm on Mondays, Wednesdays and Fridays and from 8.45am until 12.45pm on Tuesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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