

# Shooting Stars Pre-School Nursery



Paston & Gunthorpe Community Centre, Hallfields Lane, PETERBOROUGH, PE4 7YH

<b>Inspection date</b>	4 February 2016
Previous inspection date	9 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Self-evaluation incorporates the views of parents, staff and other professionals. It is successful in identifying areas for improvement and is used effectively by leaders to improve the quality of provision. Staff are making significant progress in addressing recommendations raised at the last inspection and to fulfil the nursery's vision.
- Staff establish successful partnerships with parents from the start. There is a clear two-way flow of information regarding children's achievements and progress in their learning and development. This contributes to the good levels of progress children make.
- Leaders implement effective systems to review children's progress. Any gaps in progress are identified swiftly. Effective partnerships with other professionals support staff to target appropriate interventions so all children receive the support they need.
- Staff are good role models. They calmly and consistently support children to understand how to behave well and develop self-control.
- Staff provide a stimulating and appealing learning environment, both indoors and out, which successfully engages children in a wide range of learning experiences.

### It is not yet outstanding because:

- Staff miss opportunities to encourage less-confident children to share their thoughts and ideas and to contribute more fully to small-group discussions.
- Occasionally, staff do not challenge children to think more deeply about how to solve simple problems they encounter during their play and learning.

## What the setting needs to do to improve further

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

- provide less-confident children with more opportunities to contribute to discussions and voice their own thoughts and ideas
- encourage children's deeper thinking, enabling them to consider how to solve problems that may arise from their play and activities.

### 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 manager.
- The inspector held a meeting with the manager and provider. She spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff thoroughly understand their role in protecting children. They know what to do should they have any concerns regarding a child's welfare. The manager implements appropriate controls to assure children's safety when the premises are accessed by other users in the community. Recruitment procedures are rigorous in ensuring the suitability of adults working with children. Leaders undertake regular and effective staff supervision to support and develop practice. Training is targeted to support the needs of the children who attend, as well as to support staff interests. Leaders make appropriate use of additional pupil premium funding to support children's ongoing progress. They successfully analyse the needs and interests of the different groups of children that attend. One example of this is the stimulating indoor construction area which is successfully engaging children in purposeful play and improving their behaviour. Parents are very positive about the nursery. They typically comment that their children are happy and settled, and they believe children make good progress.

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

Staff are enthusiastic and dedicated to support children to achieve their best potential. They work well together and support each other, especially the newer team members. They know the children very well and ensure planning for their next steps in learning supports their individual interests. Staff talk well with children as they play. They use a range of teaching strategies to support children's communication and language development. Planning also reflects feedback from the schools that children will move to. Children who speak English as an additional language are well supported. Staff learn key words and phrases in children's home language to promote their understanding and sense of belonging. Children are active learners who demonstrate curiosity and growing independence in their play. They especially enjoy transporting water in the outdoor area using a variety of containers, such as buckets, baskets and spades. They develop coordination and control of their bodies as they dig in the sand and negotiate scooters around obstacles. Children develop early literacy skills as they share books with staff and freely access a range of mark-making activities.

### Personal development, behaviour and welfare are good

Settling-in arrangements are effective and flexible, meeting children's individual needs. Disabled children and those with special educational needs are very well supported. Staff adapt routines to enable children to access the nursery, taking into account their specific needs. Children are confident. They are learning to share and take turns. Friendships flourish as children share experiences together. They giggle as they review the photographs they have taken of each other. Staff teach children about respect and tolerance as they explore other cultures and customs together, such as the Polish custom of Fat Thursday. Children are well prepared emotionally for the move to school.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They acquire good skills and positive attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	EY452131
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1028007
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Stars Day Nurseries Limited
<b>Date of previous inspection</b>	9 January 2013
<b>Telephone number</b>	07970 858684

Shooting Stars Pre-School Nursery was registered in 2012. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above, including the manager, who is qualified at level 6. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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