

Shiny Stars Pre-School

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



Inspection date

16 June 2016

Previous inspection date

3 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Teaching is consistently good throughout the staff team and at times outstanding. Those less experienced are learning from colleagues and throughout the day, children are supported by staff who understand the difference between teaching and supervising children.
- Children are happy and confident at pre-school. Even those reluctant to separate from parents are quickly soothed by skilful staff who know how to distract and settle children sensitively. Within minutes, children are joining in with their friends, singing songs to accompany their activities, and generally demonstrate their sense of security.
- The pre-school is thoughtfully planned and the outside area is especially enticing for young children. Here, children can take part in a wide range of activities to support their overall development and also independently explore the exciting hiding places and make dens. Unsurprisingly, children are never bored and play contentedly.
- Staff have a thorough understanding of how children learn. Activities are stimulating and take account of children's next steps in learning and their interests. Routine activities are utilised well to help children learn skills, such as pouring drinks, and every achievement is recognised and praised.
- Since the last inspection, the management team has been strengthened and measures to address issues raised have been tackled effectively. Professional management systems have been especially robust in identifying and tackling underperformance and improving staff skill and confidence to a higher degree.

It is not yet outstanding because:

- Despite the high level of teaching, there are a few occasions when staff miss opportunities to offer challenge and extend the learning of the most able children.

What the setting needs to do to improve further

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

- provide the most able children with increased challenges and stimulation to enhance their learning to the highest levels.

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 supervisor.
- The inspector held a meeting with the provider, pre-school manager and pre-school supervisor. 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, read feedback from questionnaires and took account of their views.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role in protecting children and are knowledgeable about local procedures to report their concerns about children in their care. Monitoring of children's progress is in place and those children requiring support are quickly identified. Links with outside professionals are established together with partnerships with other providers in the area. This has a good impact on meeting children's individual needs as they move to nursery or school. The management team has addressed actions and recommendations from the last inspection with diligence and the impact of these measures is evident. They continually reflect on practice and have stringent action plans in place to ensure improvements are made. Partnerships with parents are strong, which has a positive impact on meeting children's individual needs successfully.

Quality of teaching, learning and assessment is good

Children thrive at the pre-school and this is testament to the skilled, enthusiastic staff who genuinely enjoy their time with the children. Children particularly enjoy the stimulating activities planned to match their interests and capture their imaginations. They learn to count and compare size and shape as they carefully make currant buns from dough. Staff use appropriate vocabulary as children play, helping them to learn the correct terminology, such as small and large, to describe their creations. Children spend as much time as possible outside. They grow sunflowers and tomatoes and show great excitement as their seeds germinate and become visible above the soil. Staff enthusiastically share their delight and extend learning, helping them to understand that plants need water in order to grow. They help children read the labels on pots and in a meaningful way, which helps develop children's literacy skills. Children have fun as they pretend to make tea and learn about different customs, the origins of their real ingredients and the varying capacities of cups, mugs and teapots as they happily play. Children demonstrate good concentration at their tasks and enjoy experimenting.

Personal development, behaviour and welfare are good

Children feel happy, safe and secure at pre-school. They have strong bonds with staff, who know them well. Throughout the day, children are engaged in activities and consequently behave exceptionally well. Staff help children gain an understanding of their own safety by gentle reminders, such as not running where it could endanger others. Children's snacks are nutritious and support their understanding of healthy lifestyles.

Outcomes for children are good

Children are well prepared for their move to nursery or school. Those who speak English as an additional language become proficient quickly and are soon able to express themselves clearly to friends and staff alike. Children are independent, curious and never tire of playing and learning at pre-school. They make friends and flourish in the stimulating environment staff provide.

Setting details

Unique reference number	EY407727
Local authority	Peterborough
Inspection number	1021772
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	27
Name of registered person	Sahara Community Care Services Limited
Registered person unique reference number	RP909971
Date of previous inspection	3 July 2015
Telephone number	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 or 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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