

Bright Stars Pre-School

241, Selbourne Road, Luton, Bedfordshire, LU4 8NP



Inspection date

Previous inspection date

21 February 2017

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

- The highly motivated manager leads a strong and very well qualified staff team. Each member of staff takes a pride in their work and contributes towards the ongoing good quality of the pre-school.
- Student practitioners play an integral part in children's enjoyment at the pre-school. All staff receive good quality support and encouragement from the manager and the deputy manager. Supervision meetings help to provide staff with challenging personal targets that enhance the good quality of their teaching.
- Children who speak English as an additional language make excellent progress in their communication and language development. Highly beneficial ways of supporting children's speech and understanding help them to rapidly become confident communicators.
- Staff monitor the progress of different groups of children. They use this information to increase the availability of activities and resources for children. This has been successful in increasing children's understanding of the world and their use of technology.
- Staff teach children about others who are less fortunate than themselves and promote inclusion and tolerance towards others. Children play with diverse resources and learn about the cultures and celebrations of others outside of their immediate environment.

It is not yet outstanding because:

- The information that staff gain from parents about children's progress is not always effectively used to enhance the precision of the assessments that staff make of children's development.
- On occasions, staff do not always allow children to take stock and consolidate their learning for themselves during some activities.

What the setting needs to do to improve further

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

- use the information that parents share about their children's development to increase the precision of assessments of their learning
- provide even more opportunities for children to independently embed their new learning.

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 deputy manager.
- The inspector held a meeting with the deputy manager and the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding children are effective. Staff demonstrate a good understanding about local child protection issues. Regular training helps staff to remain aware of the work of the Local Safeguarding Children Board. Relevant information for reporting concerns about children's welfare is clearly visible for staff and parents. Staff review the areas where children play and minimise any likely risks. The manager implements a robust recruitment and induction procedure for new staff to confirm their suitability to work with children. Staff at the pre-school have high levels of involvement in decision making. At meetings, they evaluate their work and agree on improvements. This helps them to fully understand their roles and to remain motivated and enjoy their work.

Quality of teaching, learning and assessment is good

Staff effectively observe children and identify their next steps in learning. Planning is individual to each child, helping staff to provide them with targeted support that meets their needs well. Activities are interesting. In the garden, children observe how their toys become frozen in ice and think about how they can get them out. Children enjoy playing with dough and roll out different shapes and sizes. Staff talk to them about this and compare the different shapes using mathematical language. Children dig for sea shells hidden within the sand pit and use sieves to find tiny shells. They enjoy the sensation of the sand slipping through their fingers and show good concentration as they examine the shells closely.

Personal development, behaviour and welfare are good

Key-person relationships are highly effective. Staff group children according to specific factors, such as when they will start school. This helps to give them a sense of belonging not only in the wider group but also within their smaller key groups. Children settle well. Staff encourage their regular attendance and are flexible in supporting children and the needs of their families. Children arrive at the pre-school eager to play and learn. Behaviour is excellent. Familiar routines help children to know what to expect at different times of the day. Staff give gentle guidance on safety, such as reminding children not to run when holding pencils. The outdoor space provides children with ample opportunities to be physically active in the fresh air. Children enjoy playing imaginatively as they wash ride-on cars with sponges and soapy water.

Outcomes for children are good

Children make good progress from their individual starting points. All children currently attending speak English as an additional language. They become confident communicators who are able to express themselves and talk clearly about what interests them. Children display high levels of self-esteem and confidence. Young children confidently join in with older children's play. Older children welcome and encourage them to take part in their games. Older children acquire the necessary skills they need for starting school. They are beginning to become competent writers who can copy the letters that form their names. They are able to sound out each letter.

Setting details

Unique reference number	EY486468
Local authority	Luton
Inspection number	1008585
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	27
Name of registered person	Aiesha Siddique
Registered person unique reference number	RP516939
Date of previous inspection	Not applicable
Telephone number	01582 592 829

Bright Stars Pre-School was registered in 2015. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including three staff who are qualified at degree level. The pre-school opens from Monday to Friday, term time. Sessions are from 9am until midday and 12.30pm until 3.30pm with extended hours available until 6pm dependent on demand. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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