

Little Stars Pre-school

Scoutlands, 20 Eveleigh Road, Portsmouth, Hampshire, PO6 1DL



Inspection date	18 October 2017
Previous inspection date	13 March 2013

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

- Staff carry out accurate assessments of children's development and quickly establish whether children require additional support. They work very well with staff at other agencies, to access advice that is valuable to both children and their families.
- Staff encourage children to adapt activities to meet their changing needs, such as when children use pots and pans as musical instruments. Children collaborate with friends of different ages, as they rhythmically play along to their favourite songs.
- The manager supervises staff very effectively. They feel happy, well supported and able to have their say. She seeks their opinions about improvements that will have the most impact on children's experience at the setting.
- Staff support children to manage risks for themselves, such as when children follow the safety guidance system. Children seek additional help from an adult when they need it. They develop good independence skills and high levels of confidence. They are eager to explore their environment.
- Children from all backgrounds, including those who have special educational needs, thrive and make good progress in their learning.
- Children form a secure attachment to their key person and settle very quickly.

It is not yet outstanding because:

- Staff occasionally interrupt children's play at inappropriate times, to prompt them to follow routines. At these times, children who are fully engaged in activities sometimes lose concentration and are not able to complete tasks to their full potential.

What the setting needs to do to improve further

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

- monitor how staff implement daily routines so that children are not interrupted when they are engaged in play.

Inspection activities

- The inspector met parents and talked to them about their experiences at the pre-school.
- The inspector watched staff work with children indoors and outdoors.
- The inspector talked to the manager about supervisory meetings that she holds to support staff and about opportunities for their professional development.
- The inspector carried out a joint observation with the manager and discussed the activity they had observed.
- The inspector looked at children's learning records, and selected a number of children and tracked their progress.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager works with staff to identify suitable training opportunities to enhance their knowledge of the early years. For example, staff accessed training that focused on how to develop the quality of the outdoor learning provision. All areas of the setting are now very well organised. Staff offer those children who prefer to learn outside access to quality resources and enjoyable learning opportunities. The manager continues to raise standards at the setting. She works with the owner to identify priorities for improvement that make a difference to children's development. For instance, they have updated the book area. The space is now more appealing and attractive to the children, who access books on a daily basis. Safeguarding is effective. Staff are vigilant about changes in children's behaviour and general appearance. They are quick to act if they have any concerns about their welfare. Staff have a good understanding of the whistle-blowing policy at the setting. They are clear about how to seek advice from appropriate professionals if they have any concerns about the behaviour of colleagues.

Quality of teaching, learning and assessment is good

Staff explore changes in texture with children, such as when they encourage children to add water to sand. Children develop their speech as they talk about how sand and water feels between their fingers. Since the last inspection, the manager has monitored group activities to make them more effective. For example, she ensures that all children are able to contribute and that they receive the right amount of adult support. The manager checks that all children are making good progress in their learning. Staff have formed strong partnerships with parents and regularly talk to them about their children's learning. Staff teach children about technology and help them to solve problems, such as when they work with children to investigate how they can repair push-button toys.

Personal development, behaviour and welfare are good

Staff teach children to share with their friends and to display caring behaviour. For instance, as children play board games they take it in turns to turn cards over. They are excited as they anticipate the type of card they will pick up. Staff encourage children to eat a healthy diet, such as when children serve themselves from a range of nutritious foods. They support children to adopt good hygiene habits to minimise the spread of germs. Staff help children to develop their physical skills, such as supporting younger children to move around on outdoor equipment. Older children move their whole bodies as they stand on their tiptoes and practise their early writing skills.

Outcomes for children are good

Older children express their feelings appropriately, as they explain the rules of the setting to younger children. Children have good hand-to-eye coordination, such as when they pick up items with large pincers. They are well prepared for school and complete many activities that will be useful in their future learning. For instance, they recognise the colour of familiar objects and can separate objects into groups by order of size.

Setting details

Unique reference number	EY337877
Local authority	Portsmouth
Inspection number	1062011
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	22
Name of registered person	Joanne Carole Mengham
Registered person unique reference number	RP513399
Date of previous inspection	13 March 2013
Telephone number	07956162575

Little Stars Pre-school registered in 2006. It is a privately owned group and operates from a Scout hall situated in a residential area of Farlington, Portsmouth. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children who have special educational needs. The pre-school operates from 9am to 3pm from Monday to Friday, during term time only. There are six members of staff working with the children. Of these, two have a relevant childcare qualification at level 4, two hold a qualification at level 3 and two have a qualification at level 2.

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