

# Tiverton Little Stars

Methodist Church, St. Peter Street, Tiverton, Devon, EX16 6NU



## Inspection date

5 March 2018

Previous inspection date

5 May 2015

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

- All children make good progress relative to their starting points. Very good tracking of individuals and groups of children help the manager and staff quickly identify any gaps in their learning, which they address well through the planning process.
- Staff have very good relationships with parents. Effective systems of sharing information help them to build on children's achievements at home and extend learning further.
- Children are confident with high self-esteem, and their good behaviour shows they feel emotionally secure. The effective key-person system helps younger children to settle in quickly. Older children confidently suggest ideas for activities and staff show them these are valued by including them on the planning sheet.
- Strong self-evaluation helps the manager to develop action plans for continuous improvement. The manager monitors these thoroughly to ensure good-quality outcomes for children. For example, changes made outside have improved learning opportunities for children who prefer to learn outdoors, contributing to their good progress.

### It is not yet outstanding because:

- Staff do not organise large-group activities as well as they could, to effectively engage all children taking part. For example, although children were keen to hear a favourite story, staff did not give some of them enough time to settle before beginning.
- Although children enjoy playing games on the computer, these do not challenge older children to learn more about using available technology for different purposes.

## What the setting needs to do to improve further

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

- improve the organisation of group activities further so that these sufficiently engage all children participating
- provide older children with more challenge as they learn to use technology for different purposes.

### Inspection activities

- The inspector observed staff and children engaged in learning activities, indoors and outside.
- The inspector and the manager conducted a joint observation of an activity.
- The inspector had discussions with management, staff and children, and read parental feedback.
- The inspector sampled required documentation, including safeguarding procedures, and talked to staff about how they implement these.
- The inspector sampled children's learning records to review the effectiveness of assessments in identifying their progress, and plan for their next steps in learning.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The management committee supports the manager and staff team well and encourages them to continue to develop their knowledge and skills. The manager's very good tracking of children's progress helps her to prioritise where training benefits them the most, and she monitors the positive impact on their learning. For example, due to the increase in the number of children who have little or no speech on entry, staff attended training to further extend their understanding of how they learn, to communicate better with these children. This has been very beneficial in helping children to catch up with their peers by the time they go to school. Additionally, the manager identifies the positive effect of new strategies in helping children who are learning English as an additional language to quickly achieve fluency. Safeguarding is effective. Committee members, the manager and staff have a good understanding of local safeguarding procedures and how to protect children from harm.

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

Staff use their very good observations and assessments of children well to plan activities that, overall, are challenging and encourage their learning in all areas of the curriculum. They make effective use of children's current interests to help them use and build on what they already know. For example, following children's discussions about the recycling lorry, staff encouraged children to sort and separate plastic, paper and cardboard. They used their very good communication skills to extend children's knowledge of early mathematics to count and compare the amount of objects in each box, and to construct a recycling plant from giant bricks. Highly effective relationships with other professionals ensure children who have special educational needs receive the support they need to achieve well.

### Personal development, behaviour and welfare are good

Children learn very well about difference and diversity. For example, they understand that some people, including children, use sign language to communicate. They enjoy learning new signs and often use those they already know spontaneously as they speak. Children enjoy being active and they use their imaginations well. For example, they linked themselves together using hula hoops, pretending to be a bus, and they moved in time with each other as they went on a journey.

### Outcomes for children are good

Children learn good skills that prepare them well for the next stage in their learning, including going to school. For example, younger children used small spoons to transfer food onto their plates at snack time, developing the fine-motor skills that they will need for writing later on in their learning. Older children confidently work things out for themselves. For example, when they had trouble getting foil to stick to the telescopes they made, they solved the problem by applying the glue to the cardboard tubes.

## Setting details

<b>Unique reference number</b>	EY381950
<b>Local authority</b>	Devon
<b>Inspection number</b>	1093598
<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>	16
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Tiverton Little Stars Committee
<b>Registered person unique reference number</b>	RP907267
<b>Date of previous inspection</b>	5 May 2015
<b>Telephone number</b>	01884 243490

Tiverton Little Stars is a committee-run pre-school and registered in 2009. It operates from converted rooms attached to Tiverton Methodist Church. The pre-school is open on Monday to Thursday from 9am to 3.15pm, during term time only. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs 10 members of staff. Five of these, including the manager, hold level 3 qualifications, two members of staff hold level 2 qualifications, two staff hold qualifications in playwork and one member of staff is unqualified.

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