

Stars Day Nurseries Ltd t/a Stars Pre-School Welland



20 Scaffolds Drive, Welland, Peterborough PE1 4TR

Inspection date	16 January 2019
Previous inspection date	12 March 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children make excellent progress from their starting points. The truly exceptional manager and staff inspire the children and their families to be the best that they can be. Early intervention is highly successful and means that gaps in children's learning narrow quickly.
- Children's safety and protection is given the utmost priority. The premises are safe and secure and the supervision of children is constantly monitored. The manager and staff's knowledge of safeguarding is comprehensive. This ensures that children are kept safe from harm and any concerns are reported swiftly.
- The key-person system is highly effective in assuring children's emotional development and welfare. Children have a strong attachment to their key person, for example, as they proudly show them what they have achieved. Children receive consistent and loving care from their key person, for example, if they are upset or become ill.
- The warmth and regard shown to the children is wholeheartedly extended to their families. The manager and staff go above and beyond when working in partnership with parents and other professionals to meet the needs of the children. This secures excellent outcomes for children.
- The environment and range of activities indoors and outdoors motivate children to enjoy their learning, to explore and to develop high levels of independence. This superbly supports a life-long love of learning.
- Support for children and their families, particularly those who speak English as an additional language, is exceptional. Some staff speak multiple languages and support children and their parents to understand circumstances, access local services and improve their English.

What the setting needs to do to improve further

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

- implement planned strategies to encourage staff to give children more time to respond to questions and evaluate the effectiveness of these to maintain outstanding teaching and 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed two joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Anna Davies

Inspection findings

Effectiveness of leadership and management is outstanding

The highly effective leadership team has an infectious passion and enthusiasm for its work with children. This is passed onto the team of staff, who love what they do and make a significant difference for the children they care for. Safeguarding is effective. Ratios are always maintained and children have excellent levels of support. Risk assessments are thorough and swift action is taken if necessary, to ensure the safety of each child. If an accident occurs at the pre-school, then full records are maintained. Staff recruitment and supervision are thorough and ensure that staff continually improve themselves and remain suitable for their role. Parents spoken to were overwhelming in their high regard of the staff and the pre-school in terms of the difference it has made to their child. Early years pupil premium funding is used extremely well, for example, to provide extra staffing for local visits or for small-group times to improve areas of learning. The manager and staff monitor the quality of the provision, practice and outcomes for children in much depth. Targeted early intervention ensures that gaps in learning narrow rapidly and children consistently make the best progress possible.

Quality of teaching, learning and assessment is outstanding

Children accelerate in their learning from their starting points, many of which are much lower than for other children of the same age. The quality of teaching for the majority of the time is exceptional. The manager has identified that, on occasion, some staff need to give children more time to respond to questions. However, this does not detract from the overall picture of the impressive quality of teaching and learning. Children are inspired and motivated by the wealth of activities available. This means that they are highly engaged and interested in what they are learning. For example, they love looking at the low-level displays and find numbers and letters that they recognise. Children thrive outdoors, where they climb to retrieve leaves and buds from trees. Accurate assessment means that all staff know exactly where each child is in their learning and what they need to achieve next. Staff successfully plan activities that reflect children's interests and next steps in learning.

Personal development, behaviour and welfare are outstanding

The staff's knowledge of individual children and their families is impressive. This enables children to settle quickly and build very strong rapport, especially with their key person. For those children who may be unsettled as they are new to the pre-school, the staff understand the feelings of the parents and take photographs of children once they are settled, with broad smiles on their faces and engaged in activities. Children behave extremely well. They know the rules and remind themselves, for example, to walk inside, when they momentarily forget. The care and nurturing that children receive from staff is second to none. This significantly enhances children's health and well-being.

Outcomes for children are outstanding

Children thoroughly enjoy their time at this pre-school. By the time they leave and move on to school, children have caught up with their peers in many aspects of learning, including their communication and language development. They demonstrate a positive attitude and thirst for learning that stands them in good stead for their future.

Setting details

Unique reference number	EY455308
Local authority	Peterborough
Inspection number	10091449
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	48
Number of children on roll	80
Name of registered person	Stars Day Nurseries Limited
Registered person unique reference number	RP905087
Date of previous inspection	12 March 2014
Telephone number	01733-667356

Stars Pre-School Welland re-registered under new management in 2012. It is situated in purpose-built premises in the Welland area of Peterborough, Cambridgeshire. The setting employs 12 members of childcare staff. Of these, one holds a qualification at Level 5, seven at level 3, two at Level 2 and two are unqualified. The setting opens from Monday to Friday for 40 weeks a year. Sessions are from 8am until 6pm. The setting 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

