

Shiny Stars Pre-School

Neighbourhood House, 30 Cromwell Road, Peterborough PE1 2EA



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| Inspection date | 20 March 2019 |
| Previous inspection date | 16 June 2016 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Inadequate | 4 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

This provision is inadequate

- Staff demonstrate poor safeguarding knowledge. This is despite there being suitable policies in place and staff having attended recent training. This compromises children's welfare.
- Supervision procedures are weak. Managers do not monitor teaching practice and support staff to improve their teaching skills effectively.
- The quality of teaching is poor. Staff do not make good use of what they know about children to plan appropriate next steps in learning. As a result, children do not make sufficient progress.
- Staff fail to plan and offer challenging play experiences that support and extend children's learning and development. As a result, children lack motivation and do not concentrate well.
- Staff do not ensure children who speak English as an additional language have sufficient opportunities to develop and use their home language in their play and learning.
- Support and opportunities to help children who speak English as an additional language are limited. As a consequence, they fail to reach an age-appropriate standard in the English language.
- There are few opportunities for children to learn about similarities and differences between themselves and others. This is because staff fail to ensure children's individual backgrounds and experiences are reflected in the setting.

It has the following strengths

- Children demonstrate appropriate attachments to staff. Staff sensitively support children to become comfortable in the pre-school when they begin attending. They give them cuddles and speak in a reassuring tone of voice.
- Children have the opportunity to experience outdoor play daily. They acquire some physical skills as they go down slides and ride scooters.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| train all staff to understand the safeguarding policy and procedures, including knowledge and understanding of the 'Prevent' duty guidance for England and Wales 2015 and wider safeguarding issues | 25/04/2019 |
| implement effective supervision and coaching arrangements for staff, to promote good-quality teaching | 25/04/2019 |
| improve the quality of teaching and the planning of activities, to ensure all children are consistently engaged in challenging, purposeful play | 25/04/2019 |
| improve opportunities for children to make good progress in their communication and language development | 25/04/2019 |
| improve the opportunities for children who speak English as an additional language to increase the use of their home language in play and learning | 25/04/2019 |
| offer more opportunities for children to learn about similarities and differences between themselves and others. | 25/04/2019 |

Inspection activities

- The inspector observed general play and routines in the base rooms of the pre-school. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector spoke to a small number of parents and took their views into account.

Inspector
Elke Rockey

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are ineffective. Staff do not have sufficient knowledge of the signs and symptoms of possible abuse and neglect or wider safeguarding issues. This means they will not be able to identify that a child may be at risk of harm. Supervision to support staff in their practice is ineffective. Management does not ensure that the quality of teaching is strong enough to ensure children make good progress in their learning. There are adequate procedures in place to ensure staff are suitable when they are recruited. The staff work in partnership with other professionals to support children and their families. Parents are happy with the care their children receive.

Quality of teaching, learning and assessment is inadequate

Staff do not effectively plan challenging activities to meet children's individual developmental needs. Children do not always receive the support they need from staff. At times, staff attention is drawn to confident children and quieter children continue to play for some time without purposeful interactions from the staff. This means children's learning is not effectively extended. Children's communication and language skills are not supported. For example, staff speak to them in long and complex sentences that children do not understand. Staff assess the children's learning accurately but this information is not used to target children's learning effectively. On occasion, staff do follow children's interests when they play. For example, they encourage them to be gentle with insects they find in the garden.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management and quality of teaching compromises children's safety, welfare and development. Children are not encouraged to respect and celebrate their own and others' similarities and differences. At times, the activities are disorganised and noise levels rise. This means children do not have an appropriate environment to concentrate and listen in and sometimes display disruptive behaviour. However, staff offer appropriate praise to children throughout the day, which helps build their self-esteem. Staff help children to gain an awareness of healthy lifestyles. They encourage them to wash their hands before eating and offer fruit for snack.

Outcomes for children are inadequate

Children are not provided with appropriate, challenging and inspiring activities that meet their individual learning needs. Children who speak English as an additional language learn some new skills but do not catch up to their peers. They are not well prepared for school. Children have some opportunity to acquire the skills they will need later for writing. They strengthen their finger muscles as they mould dough and practise control as they thread small objects onto thin sticks. Children demonstrate how they can keep themselves safe. They use gestures and small words to ask other children to move out of the way, so they can ride scooters down the slope safely.

Setting details

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| Unique reference number | EY407727 |
| Local authority | Peterborough |
| Inspection number | 10074450 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 27 |
| Number of children on roll | 22 |
| Name of registered person | Sahara Community Care Services Limited |
| Registered person unique reference number | RP909971 |
| Date of previous inspection | 16 June 2016 |
| Telephone number | 01733 554 004 |

Shiny Stars Pre-School was registered in 2010. The pre-school employs four 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.

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.

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