

# Bright Star Pre-School

Seven Kings Methodist Church, Balmoral Gardens, ILFORD, Essex IG3 8DH



<b>Inspection date</b>	29 April 2019
Previous inspection date	8 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Self-evaluation is accurate. The manager reflects on the views of parents and advice from the early years advisory team to drive improvement. He uses supervision to support staff to improve practice and is implementing strategies to bring the quality of teaching up to a higher level.
- Children begin to explore early mark making as they stomp toy dinosaurs through paint onto paper to create footprints. Children enjoy digging through sand to find hidden letters of the alphabet. Staff talk to children about what they find and help them correctly identify letters. This contributes to improving children's early literacy skills well.
- Staff ensure the daily routines are structured well enough to help children move freely between activities. This helps children develop an understanding of what is happening next.
- An effective key-person system helps smooth the settling procedures for children who are new to the setting. Staff respond gently to children when they become upset. Staff are calm and create an environment that encourages children to engage. This supports children to settle quickly.
- Children listen intently to adults and one another. Older children successfully recall events and stories during a circle time. This helps prepare them for future learning and their move on to school.
- Occasionally, younger children become disinterested in group activities. Experiences are not consistently organised according to children's stage of development, to help provide enjoyable experiences and further their learning opportunities.
- Staff sometimes miss opportunities to engage in rich interactions with children to help enhance their communication skills successfully.

## **What the setting needs to do to improve further**

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

- find effective ways to organise activities according to children's stage of development, to help provide enjoyable experiences and further learning opportunities for younger children
- build on current arrangements to improve staff interactions with children, to provide a positive environment that enhances communication successfully.

### **Inspection activities**

- The inspector observed activities, play and interactions between staff and children, indoors and outdoors.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector spoke with children, parents, the manager and staff at appropriate times during the inspection.
- The inspector sampled documentation, including planning, policies, risk assessments, training certificates and children's learning records.

#### **Inspector**

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the signs and symptoms of potential abuse and know how to recognise that a child may be at risk of extreme ideas and views. Staff know the procedure to follow to escalate concerns about a child's welfare. Staff share knowledge and skills from training around special educational needs and/or disabilities with one another at team meetings. This helps staff to develop their understanding and identify when a child may need additional support. The manager ensures regular monitoring of children's progress identifies gaps in development. He makes effective use of additional funding to help reduce these gaps. All children, including those who speak English as an additional language, make good progress towards their early learning goals.

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

Staff support children to develop their physical skills well. For example, children climb steep slopes and manoeuvre through an obstacle course of tyres and crates. Staff encourage children to attempt challenging activities. This helps to build their self-confidence and promote a positive attitude to challenges and learning. Children are proud of their achievements. Staff make effective use of opportunities to promote children's mathematical development. For example, they count items with children as they empty them from a shopping bag and help children to recognise written numbers. Staff use observations and regular assessments to plan next steps for children according to their interests and needs. This helps children make good progress in their learning overall.

### Personal development, behaviour and welfare are good

Children display positive behaviour and know the setting's rules and boundaries well. They develop a good understanding of and respect for the varied cultures and languages of those around them. Staff ensure that resources and images reflect the diversity of those who attend. The manager has worked hard since joining the team to build positive partnerships with parents. For instance, children take a book home weekly to read with parents. Parents attend stay-and-play sessions and coffee mornings. This contributes to strengthening the link between home and pre-school and builds a continuity of care. Children enjoy working on their own creations. They have opportunities to explore various textures and talk to their friends as they glue pom-poms, sequins and bows to their artwork. Children are motivated to experiment and lead their own play.

### Outcomes for children are good

Children use pens and crayons to begin to form letters. This helps them develop their early writing skills well. Children make choices about what they play with and enjoy exploring pine cones, kneading play dough and building in a construction area. Children develop positive independence skills, such as unzipping coats and hanging them on the correct peg. This helps children develop skills needed for their next stage of learning. Children work well within development typical for their age.

## Setting details

<b>Unique reference number</b>	EY464748
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10065577
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Bright Star Day Nursery Limited
<b>Registered person unique reference number</b>	RP532750
<b>Date of previous inspection</b>	8 September 2015
<b>Telephone number</b>	07448527829

Bright Star Pre-School registered in 2013. It operates in Seven Kings, in the London Borough of Redbridge. The pre-school is open each weekday, between 9.30am and 12.30pm, term time only. There are four members of staff, who all hold appropriate childcare qualifications at level 3, level 4 or level 5. The provider receives funding for the provision of free early years education to children aged two, three and four years.

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