

<b>Inspection date</b>	20 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Staff are sensitive to children's needs. They ensure that play opportunities reflect these and help children to take the next developmental step. Children enjoy their play and make good progress in their learning and development.
- The manager checks children's progress frequently and acts swiftly to address any weaker areas. Staff now offer children additional opportunities that aid them in counting and understanding mathematical concepts, such as size and quantity.
- Staff attend training and put their new knowledge into practice. For example, they use simple sign language to aid children's communication. This particularly helps children to describe and understand their feelings and behaviour.
- Staff work exceptionally well to support parents in helping their children to be ready for school. For example, they have worked with each local school and produced information packs for parents. These contain practical details about the school and include ideas to help promote children's independence and skills that support their ability to learn.
- Staff act as good role models and children mirror their behaviour. They are kind towards one another and older children readily include younger ones in their play.
- Staff do not use outdoor areas as well as possible to fully extend the interests and development of children who prefer to play and learn outside.
- Staff do not consistently offer children opportunities that help them develop their skills in making marks and writing.

## What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children who prefer to be outside further play and learning opportunities
- build on the opportunities that support children in making marks and writing.

### 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 completed a joint observation with the pre-school director.
- The inspector held a meeting with the pre-school manager and the director. She looked at relevant documentation, discussed the pre-school's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

#### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of leadership and management is good

The manager and director make good use of their qualifications and experience to inform the continuous evaluation of the pre-school. They demonstrate good practice and offer staff regular supervision, which supports them in developing their skills. Arrangements for safeguarding are effective. Staff maintain a good knowledge of the potential threats to children's welfare. They demonstrate a thorough understanding of local and national initiatives and know how to report any concerns about a child. The manager utilises her good knowledge of each child to use additional funding effectively to promote their development. Staff build good partnerships with other professionals. They communicate well to ensure that they can work together to maintain a consistent approach to children's welfare and learning.

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

Staff observe children and offer them opportunities to build on their play. After noting children's enjoyment of 'making cups of tea' using role-play resources, staff offer further resources. Children learn to follow instructions as they follow the step-by-step pictorial instructions to make tea. They develop their coordination as they eagerly balance cups on saucers and carefully pour water and milk. Staff carefully note children's interests and use these as one of the ways in which they extend children's learning. For instance, children use puppets and props to act out favourite stories. Children enjoy many opportunities that support them in learning to explore and experiment. They work with staff to construct a model volcano and then use everyday household substances to create a mixture that 'erupts'. Staff offer children creative ways to learn about other ways of life. For example, children share pictures of the time they spend at home with the pre-school's teddy bear, helping to illustrate different home cultures.

### Personal development, behaviour and welfare are good

Staff build good partnerships with parents and use the key-person system well to obtain thorough information about children's needs, development and interests. They use this information to inform their planning and to help children settle. Staff are sensitive to each child's individual personality and show them that they value this. Children respond to the nurturing environment and grow in confidence. Staff offer children praise and encouragement. This aids them in developing positive attitudes. Children gain a very good understanding of healthy lifestyle practices. For example, they discuss the many healthy snacks they have made, such as vegetable smoothies and fruit cones. They show a good understanding of the effects sugar has on their diet and their teeth.

### Outcomes for children are good

All children make good progress and develop the skills that support them in school. Children learn to work cooperatively and to consider the needs and views of others. Staff support children well in this and enable them to join in. For example, children playing in the role-play shop sit together to discuss their favourite fruits. Children listen carefully to one another and are assured they will have a turn to speak. This particularly helps children who speak English as a second language and they develop good communication skills.

## Setting details

<b>Unique reference number</b>	EY544466
<b>Local authority</b>	Luton
<b>Inspection number</b>	10101431
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Kauser, Shazia
<b>Registered person unique reference number</b>	RP544465
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07454017158

Dallow Stars registered in 2017 and is located in Luton. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am and 12 noon until 3pm, with the option of a lunch club between the sessions. There is also the option of extended provision, where children can attend by arrangement, from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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