

# Inspection of Shiny Stars Pre-School

Neighbourhood House, 30 Cromwell Road, Peterborough PE1 2EA

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Inspection date: 13 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to play as soon as they arrive at the pre-school. The play areas inside and outside are attractively presented and motivate children to have a go. Children welcome staff's interactions in their play. They seek them out to look at books together and invite them to join in with their role play. For example, children engage with staff as they 'bake cakes' in the outdoor kitchen and make a 'jail' in the construction area.

Staff skilfully adapt their teaching skills during activities. For example, they use simple language for younger children and those learning English as an additional language. Staff use more complex words and sentences with other children to help extend their vocabulary. Children count during their play and hear mathematical language in everyday activities. For example, during snack time, children learn about halves and quarters as they help to cut up a slice of toast.

Children demonstrate through their behaviour and attitudes that they feel safe and secure in the pre-school. Staff role model positive behaviours and teach children good manners. Children learn to be independent and make their own decisions. Older children manage their personal self-care well. Parents are very positive about the care their children receive. They feel well supported and guided by staff.

### **What does the early years setting do well and what does it need to do better?**

- The manager has worked hard since the last inspection to raise standards and improve the learning experiences for children. She demonstrates an accurate view of the pre-school's strengths and areas for development. All staff show drive and commitment to the pre-school and the children who attend.
- Teaching is good. Staff understand how children learn. They fully acknowledge their interests and learning styles when considering the types of activities to provide. Staff follow children's emerging interests well. For example, they encourage imaginary play and provide resources for children who want to make and drive a pretend car.
- Staff closely observe children in their play. They use appropriate guidance to monitor the progress they make. This helps to ensure children continually reach their full potential in their learning and development before moving on in their education.
- Children arrive happy. New children settle very well into their surroundings and are confident to explore the play activities on offer. Staff are kind and caring and close attachments quickly develop.
- Children behave well. They welcome positive praise from staff for their achievements. Staff reinforce sharing and taking turns from a young age.
- Children who speak English as an additional language have opportunities to hear

and see their home language as they play. There is a strong focus on developing children's language skills in English. Staff read to children and encourage a love of books. They provide parents with books to read at home and have set up links with the local library.

- The manager and staff provide good support for children with special educational needs and/or disabilities, working very closely with other professionals and children's families to support children's welfare and all-round development.
- Staff take time to get to know the families that use the pre-school. They value their knowledge and input about their child when they first start and throughout their time there. Staff keep parents regularly updated about their children's achievements and progress.
- The manager carefully considers the well-being of herself and her staff to help achieve a clear work and home-life balance. Staff benefit from effective induction and regular supervision meetings to help them understand their role and how they may develop their practice. The manager ensures that staff receive appropriate training and support to consistently enhance their teaching and skills.
- Children have less opportunities to explore resources that help them gain a better understanding of how different things work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a clear understanding of how to report any concerns they may have about children in their care. Safeguarding is regularly discussed at staff meetings and in supervisions. They attend safeguarding training to ensure their knowledge is kept refreshed. Recruitment is robust and ongoing staff suitability is monitored. Staff supervise children well and ensure they can use equipment safely. The premises are safe and secure.

## **What does the setting need to do to improve?**

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

- increase opportunities for children to learn about how things work.

## Setting details

<b>Unique reference number</b>	EY407727
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10102141
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	27
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Sahara Community Care Services Limited
<b>Registered person unique reference number</b>	RP909971
<b>Telephone number</b>	01733 554 004
<b>Date of previous inspection</b>	20 March 2019

## Information about this early years setting

Shiny Stars Pre-school registered in 2010. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. This includes a member of staff with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carly Mooney

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Discussions were held with staff and children at appropriate times during the inspection.
- A joint observation was completed with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

We carried out this inspection 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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