

Inspection of Little Stars @ Bourne Pre-School

The Bourne Community College, Park Road, EMSWORTH, Hampshire PO10 8PJ

Inspection date: 12 September 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff provide an inclusive setting in which children can feel safe and secure. All children are highly motivated and eager to join in with activities, demonstrating their excitement to learn. The settling-in process is highly effective. New children settle incredibly quickly and form very secure attachments with their key person. Staff know children exceptionally well and have high expectations of all of them. They gain detailed knowledge of children's interests and current levels of development. This enables them to plan activities that promote and extend children's natural curiosity. Staff embed a culture of positive praise and encouragement throughout the setting to build children's confidence and self-esteem. Children consistently receive praise that is individual to their achievements and are given opportunities to feel special, for example through being a helper at group time.

Children's behaviour is exceptional for their age. They enjoy playing cooperatively together and are aware of the setting's boundaries and expectations. Staff provide consistent role modelling and teach children to value and respect each other. Young children are given support from staff to understand how to share. For example, they respond in a calm, nurturing manner when two children both want to use the same remote-controlled car. Staff use this opportunity to extend children's language as they encourage children to ask each other for a turn.

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

- Staff relationships with parents are outstanding. Parents feel welcomed into the setting and highly praise the seamless communication they receive. Staff give parents individual detailed feedback about their child's learning and development. For instance, this is shared through home learning books that include what staff intend to teach children and how this can be supported at home.
- Staff interactions with children are exceptional. Staff play alongside, role modelling language to younger children, supporting them in developing their knowledge building on what they already know. Staff encourage older children to reflect on their learning and they enjoy discussing in detail what they have been doing. For example, children confidently tell staff they have been painting the container with water and it is now dark blue. As a result, all children display high levels of sustained concentration.
- The curriculum is ambitious and well planned. This meets the needs of all children, including those with special educational needs and/or disabilities (SEND). Both indoor and outdoor environments offer an abundance of stimulating opportunities for children. As a result, children make strong continued progress, giving them key skills for future learning.

- Staff continuously reflect on children's experiences and knowledge, to extend what they know. Children are given opportunities to direct their own learning. For example, staff and children created a bug hotel with recycled resources, following children's interest in insects at a forest-school session. Managers use additional funding successfully to extend children's physical development through experiences such as forest-school and dance sessions.
- Children's independence is given high priority. All children independently wash their hands, select a plate and cup and help themselves to fruit. Children enjoy taking responsibility for tasks as they wash their cup and plate.
- Support for children with SEND is excellent. Staff are dedicated and have an outstanding knowledge of how to ensure they make continued rapid progress. They work seamlessly with professionals to ensure the best outcomes for each child. Parents of children with SEND highlight exceptional support and guidance from staff.
- Staff are highly motivated and committed. Regular staff meetings are held to evaluate and swiftly identify training to maintain a high standard of care and education. For instance, staff are trained in sign language to support children who are developing their language skills.
- Managers take effective action to ensure the welfare of staff to enable them to manage their workload successfully. They receive excellent support through successful supervision sessions and observations. For example, staff have time each week to update children's learning records.
- Children's mathematical development is consistently promoted. Staff are inventive and use every opportunity to use number and mathematical language. For example, they count the fruit and sing songs.
- Children are eager to problem-solve and actively seek staff out for support if needed. For instance, when a stapler does not work, staff help children to resolve this through asking relevant questions and encouraging them to think what may be wrong.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of what to do if they have concerns about a child. They undertake regular training to keep their knowledge up to date. Managers are extremely experienced in dealing with concerns swiftly and working with other professionals, putting the welfare of the children at the centre of all they do. The managers have robust procedures in place for ensuring the suitability and skills of staff. Staff undertake rigorous daily risk assessments of both the indoor and outdoor environment to ensure the safety of children.

Setting details

Unique reference number	EY377192
Local authority	West Sussex
Inspection number	10108694
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 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	Funke-Martin, Gabriela Monika Rosi
Registered person unique reference number	RP909838
Telephone number	07910 743 378
Date of previous inspection	17 March 2015

Information about this early years setting

Little Stars @ Bourne Pre-School registered in 2008. It operates from a purposely designed building attached to the Children and Family Centre in the grounds of the Bourne Community College. The setting is open each weekday during school term times, from 8am until 5pm. The provider holds early years professional status. The setting receives funding for the provision of free early education for children aged two to four years.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- The inspector gained feedback from a number of parents during the inspection.
- The provider and the inspector undertook a learning walk and joint observation.
- The inspector observed the quality of teaching during activities both indoors and outdoors was observed and assessed the impact on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector looked at a range of documentation, including evidence of staff suitability, policies and procedures.

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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