

Inspection of Little Stars Preschool

Quadring Cowley & Browns School, Church End, Donington, SPALDING,
Lincolnshire PE11 4SQ

Inspection date: 14 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children confidently leave their parents when they arrive at the pre-school. They demonstrate that they are happy and quickly busy themselves at their chosen activities. Children confidently talk to staff about their needs and wishes. They show that they feel safe.

Staff have high expectations of children and support them to develop their communication and language skills. For example, staff ask older children a good range of questions to encourage their thinking skills. They provide opportunities for younger children to sing nursery rhymes. This helps children to develop their speaking skills.

Children have unique opportunities to learn about their own and other's traditions. For example, staff talk to children about poppies and the war. Children say 'it's because of the soldiers' and develop their understanding of Remembrance Day.

Staff give children simple tasks to complete. Children enjoy being the 'leader' of the day. They ring a bell and tell other children when it is time for a snack. This contributes to children's sense of responsibility. Children pay attention and listen well. For example, when they play a game, staff give them instructions such as to throw or bounce a ball to their friends. Children enjoy this game and laugh with excitement.

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

- Staff help children to develop their understanding of the world and other countries. For example, when children dress up in a Canadian firefighter outfit, staff talk to children about the flag that is displayed on the uniform. Children say, 'It is a leaf.' Staff extend children's knowledge and tell them it is a 'Canadian flag'.
- Staff give children lots of praise and encouragement. This helps to raise children's self-esteem and confidence. Children behave well and know what is expected of them.
- Staff are well qualified. They use the curriculum to plan and enhance experiences for children. Staff provide children with waterproof clothing when they play outdoors. This enables children to access messy play activities all year round. Children enjoy being outside in the rain and play with toy boats in water.
- Staff encourage children to be creative and to explore musical instruments. Children bang, scrape and shake instruments and listen to how the sound can change.
- Staff support children to learn about people who help them in the local community. For example, when children dress up as firefighters, staff explain to

children why they wear a helmet. Children learn that it is to protect their head. Staff set up a role-play area as a doctor's surgery. Children pretend to put bandages on staff. They put toy stethoscopes around their neck and demonstrate their understanding of how to use them appropriately.

- Staff share information with parents about children's achievements. They give parents ideas about how they can continue to support their children's learning at home, such as with their literacy skills. For example, staff give parents books to read to their children at home.
- Children make good progress in their development and learn skills in preparation for their move on to school. Staff encourage children to be independent. Children pour their own drinks and put on their coats and shoes.
- The manager observes staff and gives them feedback on their performance. Staff extend their professional development. This helps them to develop their understanding of how to support children's literacy skills. For example, staff say the first sound of words and give children time to say the whole word.
- Staff work well in partnership with the host school. They invite teachers into the pre-school to spend time with the children. Staff take children to attend special events at the school, such as harvest festivals and nativity plays. This helps to prepare children for their move on to school.
- The manager reflects on practice and gathers the views of children to identify and make changes. For example, torches are added to a dark tent for children to explore light and shadows. However, the manager does not fully explore opportunities to gain parents' views, to focus on future improvements more sharply.
- Staff provide opportunities for children to take and manage some risks in their play. For example, children use knives to spread butter on crackers. However, staff have not explored ways to help children to develop their knowledge of the potential risks when they use technical devices to access the internet.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend child protection training. They have a good knowledge of the signs of abuse and where to report any concerns regarding children's welfare. The manager understands her responsibility to work with other agencies to promote children's safety. She uses robust recruitment procedures to make sure that staff are suitable in their roles. The manager checks staff's ongoing suitability to work with children. Furthermore, staff gather information about who can collect children. They ask for passwords from people they do not know. This ensures that children do not leave their care with a person unknown to their parents. This contributes to children's safety.

What does the setting need to do to improve?

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

- strengthen the system for evaluating practice and gather suggestions and ideas from parents to focus future development more sharply
- explore ways to help children to develop their understanding of the potential risks when they use technical devices to access the internet.

Setting details

Unique reference number	EY546886
Local authority	Lincolnshire
Inspection number	10129897
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	16
Name of registered person	Gromett, Beverley
Registered person unique reference number	RP516164
Telephone number	07921470366
Date of previous inspection	Not applicable

Information about this early years setting

Little Stars Preschool registered in 2017 and is situated in Quadring Cowley & Browns School, Donington. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, one at level 6 and the manager holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for three-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector had a tour of all areas of the pre-school.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- A meeting was held between the inspector and the pre-school manager. The inspector reviewed a sample of documents. This included evidence about staff suitability and training.
- The inspector spoke to several 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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