

Inspection of Sileby Little Stars Pre School

Youth Centre, King Street, Sileby, Loughborough, Leicestershire LE12 7NA

Inspection date: 22 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children come into the setting full of enthusiasm. They demonstrate that they feel happy and safe, and go to any member of staff for support and reassurance. Staff have high expectations of the children and consistently provide good-quality interactions. Children benefit from a calm and caring learning environment, and behave well. They are engaged and motivated to learn. This supports their learning and development effectively.

Children develop and extend their vocabulary effectively. They enjoy using a range of story sacks which include knitted characters made by a member of staff. Children delight in joining in with repetition in stories such as, 'Run, run, as fast as you can, you can't catch me I'm the gingerbread man!'. They act out the story with their friends and use the knitted characters as props. Children join in with action songs and rhymes, and laugh as a member of staff introduces new words.

Children independently access resources to enhance their physical skills. They enjoy being active and are confident to try new activities. Children watch their friends have a go at using stilts and then attempt this skill themselves. Children join in new games and enjoy jumping in and out of coloured hoops.

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

- Staff find out from parents about children's individual interests and experiences they have at home. They use this information to broaden children's experiences further. Staff take children to visit the library to borrow books about trains and other topics that interest them. Children act out railway station role play after they watch a train travelling past the setting.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff understand the importance of promoting children's independence, closely observing them and intervening when they need support. Funding is used effectively to provide one-to-one support and to purchase additional resources to enhance the learning of children with SEND.
- Children take part in a range of stimulating activities that support their good learning. Staff support children to understand the world around them and different cultures. For example, staff interact well with children and show pictures of Indian elephants to support their understanding of what an elephant looks like. Children are curious and ask questions about where India is and what the weather is like. Staff extend children's understanding further and they discuss the similarities and differences between Indian and African elephants.
- Partnership with parents is effective. Parents feel fully informed about their child's learning and development and say staff suggest activities that they can complete at home with their children. Parents state that they feel able to speak

to their child's key person and say that all staff know their children really well. Staff take account of parents' wishes and follow home routines.

- Staff provide clear instructions to children to help them learn how to stay safe when using technology. They interact with children who use computers in a positive way. Staff sensitively remind the children to tell them if they see anything that worries them. For example, when accessing a counting game, children explain how they would exit the game and tell a member of staff if they need help.
- Children are encouraged to develop their independence skills. They confidently use spoons to serve themselves from a range of healthy, nutritious foods at snack time. Children talk together about what they are eating and what foods they think are healthy. This supports children to develop a healthy lifestyle.
- The manager and deputy manager work closely with the staff team and regularly complete observations of staff's practice. This helps to ensure staff know their strengths and what they need to do to improve on their individual knowledge and skills. Staff access a range of training to support their professional development
- Staff recognise the importance of the local area and children regularly visit parks and go on walks in the local community. However, opportunities are missed for children to access the outdoor area to further enhance their learning.
- Children's confidence and self-esteem is supported effectively. Staff regularly praise children on their achievements, with words such as 'wow' and 'very good'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and all staff have a robust understanding of safeguarding procedures. They know the signs and symptoms to look out for that a child may be at risk and they know how to report their concerns. Staff complete regular safeguarding training to ensure their knowledge is always updated. Children are supervised well and risk assessments are undertaken to ensure they are safe when going on visits in the local area. Procedures are in place if children have accidents at the setting, and parents are informed.

What does the setting need to do to improve?

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

- make the best use of the outdoor play area to enhance children's learning further.

Setting details

Unique reference number	EY427923
Local authority	Leicestershire
Inspection number	10074786
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	37
Name of registered person	Wilkerson, Rhonda Joan
Registered person unique reference number	RP515939
Telephone number	07392836876
Date of previous inspection	23 February 2016

Information about this early years setting

Sileby Little Stars Pre School registered in 2011. It is located in Loughborough, Leicestershire, and is privately owned. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens during term time only. Sessions are from 8.30am until 3pm Monday to Thursday, and 8.30am until 11.30am on Fridays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with SEND.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The inspector and the pre-school manager carried out a learning walk around the setting together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the suitability and qualifications of staff.

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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