

Inspection of Little Stars Pre School Ifield Ltd

The Mill Primary Academy, Ifield Drive, Crawley, West Sussex RH11 0EL

Inspection date: 11 October 2021

Overall effectiveness

Outstanding

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

Children are very happy and have an exciting time at this vibrant pre-school. New children show that they feel safe, settled and secure through their smiles and hugging the attentive staff. Children have immense fun exploring the rich, varied and imaginative activities set out for them, indoors and outdoors. For example, indoors, children play excitedly in a superb den that is based on a popular story. They learn how various animals make friendships and are considerate to each other. Children are curious and concentrate for extended periods of time when they make pretend teeth for play figures. Outdoors, children enthusiastically work together, just like the characters in the story, to build a strong house.

Children who speak English as an additional language and those with special educational needs and/or disabilities (SEND) are extremely well supported. For instance, they jump with excitement and laugh as staff demonstrate how to build play figures with body parts and clothes. Children are captivated in the activity and are fully included. They have excellent modelling from staff. Therefore, children quickly use new words, which helps them to make rapid connections between their home languages and English.

Children behave extremely well. They show that they are developing a deep level of care and respect for each other. For instance, children help themselves to a sand timer and negotiate whose turn it will be next to play with a popular toy drill.

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

- The enthusiastic provider has high expectations for children. She is passionate about providing the best experiences for children and works tirelessly with the dedicated staff to achieve this. They continually reflect on practice and implement new ideas to enhance children's learning. For example, they use real tools as much as possible in the imaginative play areas, such as pliers and spanners. This has had a positive impact on developing children's self-esteem and their hand-eye coordination.
- Staff are highly valued and the provider gives high priority to their well-being. They say that they love working at the setting. The provider ensures staff have an excellent knowledge of the curriculum and how their teaching has an impact on children's future well-being. Teaching is fun and highly motivates children. For instance, at the invitation of children, staff members dress up and they try on wigs together. They laugh and talk together and share ideas. This helps to enhance children's communication skills and they share new vocabulary.
- Staff continually increase their skills through personalised professional development, such as specific medical training and how to deliver inclusive practice. Consequently, all children, including those with SEND, are fully included

and receive excellent care and attention. For example, staff ensure that children's health needs are sensitively monitored and they take swift action to ensure their well-being is protected.

- Partnership with parents is exceptional. Parents comment on the excellent care of their children and the superb support they received from the provider during the COVID-19 pandemic. They say that the children's activity packs and the food parcels delivered to them were a 'life saver' during difficult times.
- Children's oral hygiene is given a high priority. For instance, children have great fun as they take part in activities to learn about caring for their teeth. They learn how their bodies work and how to care for themselves. Their fascination with skeleton pictures and pretend bones leads to complex discussions about diversity and how others may be different to them. Staff extend children's knowledge further by explaining the names of bones that children are interested in, such as the spine. Therefore, children are curious and their vocabulary increases.
- The provider carefully considers children's needs, when using funding to broaden their experiences. She pays for visiting adults to carry out specific sports, such as ball games, to help develop children's physical and coordination skills. The provider ensures that these activities highly motivate children. She takes into consideration the comprehensive information gained from parents and other professionals, such as health visitors.
- Children have a wealth of opportunities to learn about differences, the wider world and keeping safe. They visit the railway station and local shops. The provider arranges online live streams for children to sing songs with residents of a care home. This helps children's communication skills and further enhances their confidence.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in keeping children safe. This includes how to identify if a child is at risk of extreme views or behaviours. The provider and staff have a secure understanding about local and wider safeguarding issues. The provider follows a rigorous recruitment procedure. Staff have a comprehensive induction and ongoing suitability checks to work with children. During COVID-19 restrictions, the provider and her staff have been proactive in maintaining regular contact with families and other agencies. This helped to ensure a very high level of protection to children. Children learn how to keep themselves safe. For example, they listen to stories about keeping their bodies safe and they know to give each other space during yoga sessions.

Setting details

Unique reference number	EY440138
Local authority	West Sussex
Inspection number	10197508
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	74
Name of registered person	Little Stars Pre School Ifield Ltd
Registered person unique reference number	RP904191
Telephone number	01293 510713
Date of previous inspection	28 September 2017

Information about this early years setting

Little Stars Pre School Ifield Ltd registered in 2011. It operates from self-contained premises within the grounds of The Mill Primary Academy in Crawley, West Sussex. The pre-school opens Monday to Friday, from 8.45am to 2.45pm, during term time only. Children can attend half day or full day sessions. Funding is accepted for the provision of free early education for children aged two, three and four years. A team of 12 staff work with the children. Of these, 10 staff are qualified in early years.

Information about this inspection

Inspector
Maura Pigram

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The provider and the inspector completed a joint observation and discussed the impact on children's learning.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what staff want children to learn.
- The inspector spoke to parents and took account of their views.
- The inspector saw children enjoying stories been read to them by the visiting librarians.

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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