

Inspection of All Stars Pre School

Oakley Hall, 8 Castle Street, High Wycombe, Buckinghamshire HP13 6RF

Inspection date: 28 April 2022

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 separate from parents at the pre-school door with an eagerness to start the day. Staff greet children with a friendly and cheery smile and chat to parents about how their children have been. Children show high levels of independence and care for their own play environment. For instance, they wash their own hands, serve themselves snacks and pour their own drinks. When they notice they have spilt water, they seek paper towels to clear up any puddles. Staff take care to ensure that children are praised for helping.

Children develop positive relationships with their key person, who know them well. Children enjoy spending time with familiar adults, who provide them with comfort to help them feel safe. Children are eager to explore and, together, they play with construction cooperatively demonstrating good concentration skills.

Children have many opportunities for outings in the community. Although there is no on-site outside space, the staff ensure that children regularly access outdoor spaces adjacent to the setting. Staff organise trips to the local town, park and railway bridge to watch the trains. Children have great fun as they are challenged to look for buses and identify the difference between a double-decker and single-decker bus. Children look for numbers on shops and buses, and look for letters in shop windows. Staff provide many resources for children to be physically active inside to ensure they have daily physical exercise. For example, children access climbing frames, trampolines and obstacle courses, which children help to build.

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

- The manager and her team take the time to get to know children well. This helps them to make effective use of any funding that is allocated to support children. Staff plan precisely to meet all children's needs. Consequently, children are making good progress in their learning and development.
- Overall, parents speak highly of the pre-school and comment on how well the staff keep their children safe and secure. However, occasionally, communication is not as clear as it could be. For example, there are times when parents are not always clear about what their children are learning at the pre-school to allow them to complement the learning at home.
- Children eagerly take part in story times and enjoy dancing to music with ribbons. However, staff have not fully considered ways to support children's concentration and engagement during planned group activities and transition times. This means that, at times, some children lose interest.
- Staff help children to develop an understanding of sounds and the letters they represent. Older children identify the initial letter of their name, and picture cues enable younger children to identify their initial letter. Staff praise the children

highly for their achievements.

- Children are happy and confident in the pre-school. Staff recognise that for children to develop their early writing skills, they need lots of rich opportunities to develop their hand-to-eye coordination. Staff offer children activities such as manipulating play dough, building with small blocks and mark making to complement this area of learning.
- Children learn about emotions and are building increasing levels of self-control. Staff help children to resolve any minor conflicts as they play. For example, staff help children to consider how they each feel when they find it tricky to share toys and resources. Staff successfully help children to find solutions and play cooperatively together.
- The manager and staff complete regular risk assessments to ensure that the safety of the premises is maintained. This means that no unauthorised persons can enter the setting. Staff complete observational checks on the premises before and after children arrive at the setting. Toys and resources are routinely checked to help ensure that there are no broken parts. This helps to promote children's safety.
- The manager undertakes supervision sessions with her staff team. She identifies training during observations of practice. The manager and staff share planning, observations and assessments of children's learning to help identify what children need to learn next. The manager places a strong emphasis on promoting staff's well-being during regular conversations and meetings with them.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff treat children's well-being as a priority. Managers follow safe recruitment procedures to ensure staff are suitable to work with children. Staff know what to do if they have any concerns about a child's welfare. Managers and staff discuss any additional support that children and families may need so that all staff can give the same continuity of care.

What does the setting need to do to improve?

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

- provide clear information for parents about their child's learning to maintain good communication
- develop ways to extend learning opportunities during group activities and transition times, to enable children to sustain their concentration and make more progress.

Setting details

Unique reference number	EY445282
Local authority	Buckinghamshire
Inspection number	10228656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	22
Name of registered person	Bermi, Balvir Kaur
Registered person unique reference number	RP514663
Telephone number	07717 043900
Date of previous inspection	27 September 2016

Information about this early years setting

All Stars Pre-School originally registered in 1977. The current private provider took over the registration in 2012. The pre-school operates in the centre of High Wycombe, in Buckinghamshire. The pre-school currently opens on weekdays from 9.30am to 12.30pm during term time only. Afternoon sessions have been halted temporarily due to the impact of the COVID-19 pandemic. It receives funding for the provision of early education for children aged two, three and four years. The pre-school employs four staff and, of these, two hold a recognised qualification at level 3 or above. This includes the manager who holds a level 5 childcare qualification.

Information about this inspection

Inspector
Chris Lamey

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 manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and the manager explained what activities are on offer for children.
- Children talked to the inspector at various times throughout the inspection and she took account of their views.
- A number of parents provided feedback about the pre-school through discussions with the inspector. She took account of all views.
- The inspector spoke to staff and the manager. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The inspector held discussions with the manager about her leadership and management. They discussed several aspects, including the process of self-evaluation, plans for continual improvement and staff supervision.

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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