

Inspection of Dazzling Stars Pre School

Riverside Center, Carrack House, Saltford Close, Erith DA8 1SA

Inspection date: 4 May 2022

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| 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 benefit from a safe and secure home-from-home environment. Children are happy and show high levels of confidence. They take turns to stand up in front of their peers to lead a song during circle time. Children show high levels of engagement with the experiences offered. Staff are enthusiastic and join in play with children. Children are praised and encouraged to persevere with difficult challenges. Children have opportunities to take part in a wide range of activities weekly that support all areas of their development. They make the most of their local environment by taking riverside walks and visiting the local library for rhyme-time sessions.

The setting has high expectations for all children and, as a result, behaviour of children is good. Children understand the rules and boundaries in place. Children play cooperatively together, sharing ideas. For example, children work to build a train track and safari using small world models. Children show empathy for one another and will seek others out if they need help.

Children with special educational needs and/or disabilities (SEND) are well supported. The setting's SEND coordinator works effectively with other agencies to ensure children receive the support required. Children with SEND have opportunities to engage fully with the curriculum offered, which helps all children make good progress from their starting points.

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

- Staff at the setting know children well. They ensure they understand children's starting points. Staff spend time observing children to ensure they know what they can do and what they need to learn next. For children who attend more than one setting, professional relationships with other settings have not yet been fully established to share information about children's learning.
- Communication and language are well promoted. Staff consistently engage children in conversation. They provide a narrative to their play that enables them to promote new vocabulary. Children have opportunities to listen to a range of stories and songs. They participate fully, joining in with familiar words and actions.
- Partnership with parents is strong. Parents report feeling happy with the level of communication they receive from the setting. Key people ensure that parents receive a six-weekly review after children start, to identify where children are in their learning. Parents can share the positive impact the setting has had on their children, such as greater confidence and support with potty training.
- Overall, independence is well promoted within the setting. Children are encouraged to wash their own hands before meals and wipe their own noses.

Children show they can put on their own coats and shoes for outside play. However, children's independence could be further promoted through allowing children the opportunity to pour their own drinks at snack time and serve themselves fruit.

- Daily circle time sessions enable children to share ideas and discuss their feelings and emotions. Children learn to listen to each other and respect other people's opinions. The structure of circle time, however, does not always meet all children's needs and children would benefit from being able to have more freedom to choose to take part.
- Children learn about the diverse world around them. Children's differences and similarities are celebrated within the setting, ensuring all children have a sense of belonging. There is opportunity for children to learn about different cultures. Children are inquisitive and ask questions about what they observe, for example staff fasting. Children are respectful towards others.
- The setting promotes a healthy eating policy. Fresh fruit is provided daily for children to enjoy as well as milk and water. Staff work in partnership with parents to ensure children staying all day have a healthy packed lunch. Children enjoy opportunities daily to be physically active, using small play apparatus and engaging in a variety of ball and circle games.
- Weekly staff meetings ensure staff are well supported in their roles. They are encouraged to continue their own learning and development to ensure they can provide the best opportunities for children. The provider is self-reflective and regularly asks for feedback to improve practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended safeguarding training, which ensures they are aware of how to identify children who may be at risk of harm. Weekly staff meetings always hold a safeguarding focus, which ensures staff are aware of the reporting procedures to follow. Staff understand how to report allegations against other members of staff. The setting has robust procedures in place for monitoring absences. Regular risk assessments take place within the setting and before any outings that take place. Staff show awareness of the 'Prevent' duty and how to identify signs children and families may be at risk of extreme views.

What does the setting need to do to improve?

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

- liaise with other provisions that children attend to share information on children's learning and development
- encourage children's independence to manage everyday tasks by themselves and to choose their preferred play experiences to further improve their

enjoyment.

Setting details

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| Unique reference number | 2503179 |
| Local authority | Bexley |
| Inspection number | 10207725 |
| 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 at time of inspection | 2 to 5 |
| Total number of places | 15 |
| Number of children on roll | 16 |
| Name of registered person | Bolaji, Abosede |
| Registered person unique reference number | 2503178 |
| Telephone number | 01322 839556 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Dazzling Stars Pre School registered in 2019 and is located in the London Borough of Bexley. The pre-school opens Monday to Friday from 7.30am to 6pm, term time only. The setting currently has five members of staff qualified to level 2 and above. The setting is in receipt of the government funding for early years for eligible two- and three-year-old children.

Information about this inspection

Inspector

Natalie OLeary

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 their evaluation of the provider
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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