

Inspection of Super Stars @Stanley Green

Stanley Green Infant Academy, Stanley Green Road, POOLE, Dorset BH15 3AA

Inspection date:

21 June 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children interact positively with the friendly staff and settle in easily at this welcoming, inclusive setting. Children chat happily with their friends and work well together as a team. For example, together they decide how to use the different shaped wooden bricks to make their models. Children talk confidently with visitors about what they enjoy doing at Super Stars. They are polite and show respect for others and listen quietly when their friends are talking.

Staff are keen to provide activities that children enjoy, and which encourage their participation. They gain children's views and support their interests. For example, children concentrate well, drawing their favourite comic characters to make a colourful display for the classroom. They carefully decorate 'paper plate carriages' for the Queen's Jubilee celebrations. Super Stars was closed during the initial part of the COVID-19 pandemic. Nevertheless, staff continued to liaise with children and families, and suggested activities for them to do at home.

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

- Staff form positive liaisons with the schools children attend. They discuss current topics children are exploring at school and provide related activities to complement these. Children develop their awareness of the importance of recycling to support the environment. For example, they help staff make their 'Reggie the robot' model out of recycled resources, such as cardboard boxes and plastic bottles.
- Children enjoy the nutritious and well-balanced meals provided. They show delight when remembering that roast dinner is on the menu for tea. They eat their meal with enjoyment and say, 'It is yummy meat'. Staff raise children's awareness of healthy eating. For example, they talk with children about foods that keep them healthy and help to make their bones strong.
- Leaders and staff reflect on their practice together and review the provision offered to help them make continual improvements. For example, staff have provided continuity for children to support their social interactions, particularly to help them settle back in after COVID-19 restrictions were lifted.
- Staff support children's creativity and interest in art effectively. For example, children like to see whose artwork has been chosen to be displayed in the Super Star's 'artist of the week' display. Children concentrate very well, making pictures using small colourful beads and show pride in their achievements. They like to make a special card for staff, and write a message to say how much they like going to Super Stars. They become absorbed drawing detailed pictures, such as a snake with colourful patterns on its skin.
- Staff work well together to support children's well-being. They sit with children

as they play and talk about their day at school. Staff form trusting relationships with children and help them feel safe and confident to discuss their feelings and share any news with their friends.

- Parents comment very highly of staff. They say they are reassured about the provision offered and that staff genuinely care about their children. Parents comment that staff are very friendly, approachable and fantastic. They say their children love going to Super Stars and think it is amazing.
- Staff encourage children to take responsibility for their belongings and to make their own choices of play. Children recognise established daily routines and know to go and wash their hands before eating. However, staff do not always promote children's self-help skills as well as possible, such as at some mealtimes.
- Children behave well. Staff support children to create their own golden rules, such as to use kind hands and words. Older children help their younger friends to understand the established expectations. Staff give children frequent praise and encouragement to help them feel a positive sense of achievement.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to protect children's welfare. They have an appropriate awareness of safeguarding issues and procedures to follow should any concerns arise about children's well-being. Leaders implement clear staff recruitment procedures and meet regularly with staff to support their ongoing suitability and practice. Leaders and staff complete risk assessments of the premises to ensure children can play safely. They have clear security procedures at the entrance doors to prevent any unsupervised access. Leaders and staff have established appropriate collection procedures from schools to support children's safety.

Setting details

Unique reference number	2521663
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10194610
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 8
Total number of places	25
Number of children on roll	37
Name of registered person	Little Stars Education Ltd
Registered person unique reference number	RP902621
Telephone number	01202 741437
Date of previous inspection	Not applicable

Information about this early years setting

Super Stars @Stanley Green registered in 2019. It operates as an out-of-school club from a classroom within Stanley Green Infant Academy in Poole, Dorset. Super Stars is open each weekday from 7.30am until 8.45am and from 3pm until 6pm, term time only. There are two staff employed who both hold teaching assistant qualifications at level 1.

Information about this inspection

Inspector
Mary Daniel

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 took the inspector on a tour of the setting and explained how they organised this to support children's needs.
- The inspector and manager completed a joint observation and discussed the quality of practice.
- The inspector observed children's interactions in play indoors and had discussions with them and staff.
- The inspector took into account the spoken and written views of parents.
- The inspector viewed a sample of documentation, including the setting's record of Disclosure and Barring Service checks for 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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Piccadilly Gate
Store Street
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