

# Inspection of Little Stars Pre School at Emmanuel Church

Emmanuel Church Hall, Shepherds Lane, Stoughton, Guildford, Surrey GU2 9SJ

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Inspection date: 20 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

It is not a surprise that children rush into the pre-school at the beginning of their session. This is because staff create a highly stimulating and exciting learning environment that children are keen to explore. Children are highly motivated and proud of their achievements. For example, they explain to staff they are learning how to write the first letter of their name. Children behave exceptionally well and learn respect, manners and how to share from an early age.

Practitioners have high expectations for the children and what they can achieve. There are precise plans in place to ensure every child reaches their full potential. They are provided with exceptional opportunities to think things through, have their own ideas, try new things and experiment. For instance, children create their own instruments from recycled items, then play songs in the 'Little Stars' band. Children engage and concentrate for long periods. They rapidly learn new vocabulary in their play. For example, when learning about pianos, children learn the words 'keys' and 'notes' and can describe the differences in the sounds the keys make.

Practitioners swiftly recognise gaps in children's learning and development and are skilled at adapting their approaches to support children with special educational needs and/or disabilities. Personalised plans and strong links with external agencies ensure that all children experience an exceptional start to their education.

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

- This setting is led and managed extremely well by a dedicated and reflective manager who values their staff and clearly loves their job. Leaders use their extensive knowledge of the staff to its best advantage. For example, the staff's interest in gardening has resulted in a gardening club being introduced for the children to learn how to grow plants and vegetables.
- Professional development is highly regarded in the setting and effectively used to develop practice. For example, staff have recently attended training specifically focused on supporting children who are toilet training. Staff use what they have learned to effectively support children in the transition from nappies to toileting.
- Children rapidly develop a love of stories and books. Staff animatedly read throughout the day, encouraging children to recall and talk about what is happening in the story. For instance, children remember the next instrument played in the story is a flute, then make comparisons to their sibling's recorder at home.
- Children receive a superb introduction in their creative development. They enjoy extensive opportunities to design, build and use a variety of resources to make

marks, indoors and outdoors. For example, children excitedly join in with music sessions where staff perform playing a giant, junk model guitar. They learn how to distinguish between the sounds instruments make and recognise changes. For instance, children notice that shakers get louder or softer when you add more beads or takes beads away.

- Strong links to the local community give children regular opportunities to learn about the wider world and how to care for others. For example, children visit pensioner groups to sing songs and read stories together.
- Parent partnership is embraced by both staff and families, with extensive opportunities for shared working. Parents speak extremely highly of the team and the nurturing yet educational environment they provide for their children. Parents praise opportunities to join the setting and share information, in particular at regular coffee mornings and 'stay-and-play' sessions. Parents express their gratitude for the links and information sent home about books and songs children are learning so they can then continue them at home too.
- Pastoral care is at the heart of this nurturing and calm setting. There is a strong focus on mental health and the staff express their appreciation at the way leaders care about their well-being and workload.
- Staff are highly perceptive and responsive. They observe children's learning methodically and closely. They meet regularly and reflect on the children's interests and learning needs so that careful adjustments can be made. For example, staff noticed that children were not accessing role play outside, so they changed their approach and now use a shed for imaginary play. During the inspection, children were deeply engrossed in writing their shopping lists and excited to visit the shed shop.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have strong practices and procedures in place to keep the setting safe and secure. They are fully aware of their responsibilities to protect children from harm. All staff attend regular safeguarding training and use this knowledge to effectively spot the early signs that children and families may need help.

Safe recruitment procedures are followed, and leaders make sure that all the necessary checks are made on staff to ensure they are suitable to work with children. There are rigorous record-keeping systems in place. Staff make sure regular risk assessments are completed and acted on. For example, the staff have recently covered the garden railings with bamboo fencing so that members of the public cannot view the children when they are playing outside.

## Setting details

<b>Unique reference number</b>	120020
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228197
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Emmanuel Church P.C.C
<b>Registered person unique reference number</b>	RP523608
<b>Telephone number</b>	07736230140
<b>Date of previous inspection</b>	11 November 2016

## Information about this early years setting

Little Stars Pre School at Emmanuel Church registered in 1976 but was known as Emmanuel Playgroup until January 2004. The pre-school is in Stoughton, Guildford. Opening hours are 9.00am to 3.00pm on Monday and Friday. The provider receives funding for the provision of free early education to children aged two, three and four years. There are nine staff members. Of these, six staff hold relevant qualifications at level 3 or above.

## Information about this inspection

### Inspector

Claire Estcourt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the effect of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The inspector met with parents and reviewed their written feedback to obtain their views.
- The inspector sampled a range of documentation, including first-aid certificates, the safeguarding policy and the two-year progress checks.
- The manager and inspector completed a learning walk together and discussed the learning intentions for the children.
- The inspector observed the quality of education being provided and assessed the impact this was having on the children.
- The manager and inspector completed a joint observation together.

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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