

Inspection of Bright Stars Pre-School

241, Selbourne Road, Luton, Bedfordshire LU4 8NP

Inspection date: 18 November 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 are confident and happy as they walk into the pre-school. Staff welcome them warmly, helping children feel safe and secure. Children form close relationships with their key person and other staff working with them. Staff show kindness, and children are eager to invite staff into their play.

There is a calm atmosphere across the pre-school. Older children support younger children during their play. They learn to take turns and play cooperatively together. Staff plan interesting activities to help children learn about mathematics. Older children roll dough, matching it to spots and counting as they play. Staff teach younger children to repeat numbers as they point to them. Children's literacy skills develop well. They snuggle in to share a book with staff.

Staff are thoughtful in the resourcing of the environment. Older children are inspired at a table with puzzles. They eagerly search for pieces with a straight edge to be able to begin putting it together. Staff talk to them about transport and what vehicles they may see. Others play in the music area, learning about what sounds they can make with instruments. Staff teach children about 'tempo' and encourage children to make quiet, loud, slow and fast sounds. Children make good progress and develop positive attitudes to learning.

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

- Staff provide a stimulating range of carefully thought-out experiences in a well-resourced environment for each age group. They act promptly if children are behind expected development, working together with parents and putting in place additional support. Staff work diligently to ensure children with special educational needs and/or disabilities can reach their potential. They plan activities based on what children know and can do. All children make good progress from their starting points.
- Children's healthy lifestyles are well promoted. The pre-school has a designated garden, which children use in all weather. Children enjoy nutritious snacks prepared by the staff. They sit and discuss which fruits they are going to choose and what they are eating. Their dietary requirements are strictly adhered to. Children pretend to be dentists using a toy doctors kit. Staff talk to children about the importance of oral hygiene.
- Staff encourage children to follow their own interests and make choices for themselves. There is a good balance of individual, small-group, and large-group play, and the environment reflects the emerging interests of children. Children play in a group with a member of staff in the home corner. They tell staff that they are making 'roti bread' and staff then add dough to the activity to support their play.

- Children happily engage in conversations with staff. Children discuss what they have been doing at home and enjoy dressing up as superheroes. Staff support these conversations by showing interest and asking questions. However, at times, staff do not use opportunities to enhance children's learning and give them sufficient time to think, respond and express their ideas.
- Staff's well-being is thoughtfully considered. Staff feel valued and listened to. Regular supervision and team meetings, and staff's professional development, are integral to the management's practice. The manager supports and encourages staff to undertake early years qualifications and a wide range of appropriate training.
- Children develop their independence and sense of responsibility well. Younger children are eager to help to tidy away toys with their peers. In the role-play area, older children put on dressing-up clothes independently. Younger children are encouraged to try, and staff praise their achievements.
- Partnerships with parents are well established and they speak highly of the learning that takes place. Parents comment that the staff are supportive to children and families. They express their gratitude and praise the staff for teaching their children to be independent. Communication is strong and parents are updated regularly with what their children are learning at the pre-school through regular face-to-face conversations and meetings.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff undertake regular training to ensure their knowledge is up to date. They have a clear understanding of their responsibilities in keeping children safe. All staff can identify the signs and symptoms of abuse and what they need to do if they need to report a concern. Staff effectively discuss what support they could offer if they suspected domestic violence in a family home. The manager and designated safeguarding lead work closely and proactively with external agencies and make timely and appropriate referrals. Staff check that doors are securely locked when the children are present, and the outdoor area is secure.

What does the setting need to do to improve?

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

- strengthen staff's questioning techniques to allow children time to think and respond, in order to help them express their own thoughts and ideas.

Setting details

Unique reference number	EY486468
Local authority	Luton
Inspection number	10236617
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	32
Number of children on roll	37
Name of registered person	Siddique, Aiesha
Registered person unique reference number	RP516939
Telephone number	01582 592829
Date of previous inspection	21 February 2017

Information about this early years setting

Bright Stars Pre-School registered in 2015. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including three staff who hold level 6 qualifications. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until midday and 12.30pm until 3.30pm, with extended hours available until 6pm, depending on demand. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The pre-school manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 pre-school manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out a joint observation with the pre-school manager.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The pre-school manager showed the inspector documentation to demonstrate the suitability of 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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