

Inspection of Starlings Pre School

c/o Manor Field Infant School, Haydn Road, Basingstoke, Hampshire RG22 4DH

Inspection date: 18 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this calm, safe setting. They explore the different areas available to them and have a wide range of activities and resources to choose from. Children demonstrate confidence when moving around the space, and staff encourage them to make their own choices and to be independent. Staff have high expectations for all children. They plan activities around children's interests and learning needs.

Children develop physical skills by using climbing equipment outside and while playing in the indoor soft-play area. Staff follow children's interests and encourage them to explore. For example, when children heard the gardener outside with a loud machine, staff asked them what they thought it might be. Several children went outside to see what was happening. They excitedly came back in to tell their friends that it was a leaf blower.

Staff recognise the impact of the COVID-19 pandemic and how this has affected children's communication and social skills. They plan activities to support children in these areas and encourage children to regulate their emotions.

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

- Leaders are ambitious for children and staff. They identify professional development opportunities for staff and encourage them to extend their training and qualifications.
- Members of staff have a clear aim for what they want all children to learn. They skilfully adapt activities to reflect each child's individual learning needs and to support them to learn at their own pace.
- Staff make good use of information and resources shared by parents when planning activities. For example, a colour-matching activity a child used at home was then brought in for the child and other children to use in the setting. This helps link home learning, providing consistency for the children.
- The manager has good oversight of the provision and what is happening during the day. She regularly spends time in the rooms supporting staff and children, enabling her to provide the best possible support.
- Children's individual needs are supported through assessment and planning. If concerns are raised about a child's development, the appropriate referrals are made quickly, meaning that children receive the support they need in the quickest time.
- There are strong partnerships with parents, who are very happy with the communication and support they receive. For example, parents describe the setting as 'unbelievably supportive'.
- Staff have built strong bonds with the children and support them to manage

their emotions. Children who need extra support in this area benefit from soft play and sensory areas.

- Children develop good communication skills. Staff plan regular singing sessions and group activities, including 'What's in the bag?' Children take turns choosing an item from the bag and then talk about the object. This encourages and builds on their speaking and listening skills.
- Children listen to staff and follow instructions well. Overall, children's behaviour is good. However, at times, when strategies are not effective, staff struggle to manage disruptive behaviour.
- Children enjoy looking at books during story time or independently. Staff provide a range of books for them to explore and to take home using their library system. This allows children to share their favourite books with their parents.
- Staff encourage children's independence. For example, children are encouraged to put on coats, scarves and hats themselves when choosing to go outside.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the signs of symptoms that could indicate a child is at risk of harm or abuse. They understand the policies and procedures that they are to follow if they have a concern about a child. Managers work closely and have good communication with other agencies responsible for child protection. The manager understands and identifies when parents need support and works closely with families to ensure they receive the help they need. This helps to make sure that children are safe at home as well as in the setting. Effective systems are in place to ensure that staff are aware of, and respond to, children's medical needs where necessary.

What does the setting need to do to improve?

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

- support staff to gain confidence in managing disruptive behaviour.

Setting details

Unique reference number	110181
Local authority	Hampshire
Inspection number	10233543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	57
Name of registered person	Starlings Pre School Committee
Registered person unique reference number	RP517972
Telephone number	07740715078
Date of previous inspection	9 March 2017

Information about this early years setting

Starlings Pre-School registered in 1994. It is based in Basingstoke, Hampshire. The pre-school opens weekdays, during school term times, with morning, afternoon and all-day sessions between 9am and 3pm. There are ten members of staff working with the children. One member of staff has a level 4 qualification, seven have level 3 qualifications, and there are two members currently undertaking training for their childcare qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nicky Butler

Inspection activities

- This is 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 and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The manager spoke about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children about what they enjoy doing at the setting.
- The inspector talked to staff during the inspection and took account of their views.
- The inspector observed the quality of education being provided 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.

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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