

# Inspection of Cherbourg's Little Stars Pre-school

Emmanuel Hall, Cherbourg Road, Eastleigh, Hampshire SO50 5HU

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Inspection date: 13 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 confidently wave their parents off at the front door and show strong bonds with staff. The atmosphere bustles with excitement as they make choices in their play and engage in activities with their friends. Children greet the inspector with enthusiasm and are keen to show her their skills. They work well together to build a train track and willingly share trains with their younger peers. Staff consistently praise children for their achievements, which boosts their self-esteem.

Children show a positive attitude towards their learning. They persevere and show good control as they draw around and cut out their chosen decorations. This helps to build on the muscles in their hands in preparation for early writing. Children benefit from a staff team that consistently encourages them to problem-solve and think creatively. For example, young children select their own craft materials and work out how to transport and stick them onto their decorations. They show pride in their achievements and talk about where they will hang their creations at home.

Children demonstrate a good understanding of personal hygiene. They put their hands over their mouth when they cough and talk about how to prevent the spread of germs. Children carry out small tasks, such as helping staff to sweep up sand. This helps them learn about their own personal safety.

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

- The highly experienced manager has a clear vision for the setting and works closely with her dedicated staff team to make improvements. For example, she has recently enhanced the literacy area, which has helped to build on children's love of books.
- Children are confident communicators. They are imaginative and discuss dinosaur names as they engage in their play. Staff model words and provide a running commentary as children take part in their activities. However, they do not use information they obtain through assessment of all children's speaking skills, to plan precisely and support their communication and language development to the highest level.
- Staff support children's mathematical understanding well. For example, children scoop and fill up containers with sand and use language, such as 'full' and 'empty'. They enjoy a variety of games, such as snakes and ladders. This helps children learn to count in sequence and recognise written numbers.
- The manager and staff work hard to build strong partnerships with parents. They visit children in their home and spend time getting to know them and their families. This enables staff to meet children's individual care and learning needs right from the start. Parents comment their children love attending the pre-school and have made good progress.

- Staff promote children's health and well-being effectively. For instance, they talk to children about the healthy food they have in their lunch boxes and actively discuss their nutritional benefits. Children understand the importance of cleaning their teeth, particularly after eating sugary treats.
- The extremely positive relationships between staff and children are clear to see. Staff have created a nurturing and caring ethos, and help children learn how to manage their emotions. Children show kindness and consideration to others as they play. For example, when they accidentally knock over a construction built by another child, they immediately apologise and help to fix it.
- Children delight in a range of physical challenges and opportunities. They jump across stepping stones and show good balance and coordination skills. Children join in action rhymes, practise their dance moves, and learn to bend and stretch their bodies in different ways.
- Respect and individuality are rooted throughout this pre-school. Staff introduce some words in the home languages of children and embed their diverse festivals and celebrations into daily activities. Children delight in looking at their self-drawn portraits and actively discuss these with their friends. This supports their self-esteem and sense of identity highly effectively.
- Staff focus on a curriculum that encourages children to manage things for themselves. For example, children independently wash their hands, pour their own drinks and peel their own fruit at lunchtime. Staff recognise that this helps to build on the skills children need in preparation for school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager keeps staff up to date with changes in safeguarding policy and legislation. She provides regular training on how to keep children safe and protected from harm. Staff know about safeguarding issues, such as county lines and domestic violence, and teach children about internet safety. They have a good understanding of child protection and know the referral procedure. The premises are safe and secure, and staff supervise children with vigilance. Robust recruitment and vetting procedures are in place to ensure the suitability of staff.

## **What does the setting need to do to improve?**

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

- use assessments of children's speaking skills, to plan even more precisely and support their communication and language development to the highest level.

## Setting details

<b>Unique reference number</b>	EY367858
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228447
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	30
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Cherbourg's Little Stars Committee
<b>Registered person unique reference number</b>	RP902133
<b>Telephone number</b>	02380 629 077
<b>Date of previous inspection</b>	3 February 2017

## Information about this early years setting

Cherbourg's Little Stars Pre-school registered in 2008 and operates from The Emmanuel Hall in Eastleigh, Hampshire. It is run by a voluntary management committee. The pre-school is open every weekday from 9am to 3.30pm, during term time only. It employs five staff. Of these, four hold an early years qualification at level 3 and one holds an early years qualification at level 6. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Franks

## 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 that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of written feedback offered.

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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