

Inspection of Sundon Stars Pre-School

Cheyne Infant School, Cranbrook Drive, LUTON LU3 3EW

Inspection date: 2 February 2023

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 demonstrate that they feel safe and happy. They respond positively to the welcoming environment and independently select from a good range of resources and activities. Children become engaged in their play and develop relationships with their peers and the staff. For example, children play cooperatively together in the role-play area. They dress the dolls, prepare different foods and make a pretend birthday cake to share with their friends and the staff. Children use their developing muscle strength to mould and manipulate dough. They learn how to use associated tools, such as rolling pins and cutters.

Children explore frozen ice. They describe the ice as 'cold' and 'slippery' and eagerly use hammers to break the ice as they search for hidden dinosaurs. Children enjoy being physically active in the fresh air. They manoeuvre wheeled toys with developing confidence. Children use their imaginations and think of ways to move across the plastic crates. Younger children crawl across the upturned crates and pretend an upturned crate is a train. Older children demonstrate their coordination and jumping skills as they enthusiastically jump in and out of the upturned plastic crates. Children develop their throwing skills as they throw bean bags into a container. They cheer and raise their arms in the air when they are successful.

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

- The newly appointed manager demonstrates a clear vision for the nursery. She is enthusiastic and already has plans to further enhance learning experiences provided for the children. For example, she plans to create a garden in the outdoor area to develop children's understanding of nature and growth, and to develop relationships with staff at the adjoining school to aid children's transitions to school.
- The manager and staff structure the curriculum to build on what children know and can already do, while taking account of their interests. They have a clear intent about what they want children to learn as they play. However, on occasions staff do not always use spontaneous opportunities to further extend, engage and challenge the children's learning as they play.
- Children are warmly greeted by the staff on their arrival. They receive reassurance if they are upset and ask for help if needed. This positive interaction helps children to develop attachments and supports their emotional well-being. Children demonstrate good behaviour and follow the pre-school routine well. They learn to share, take their turn and to be kind to others.
- Overall, staff promote children's communication and language skills well. Children have opportunities to choose rhymes and songs they would like to sing. Older children use language to describe what they are doing and to recall things they have done at home. Additionally, staff skilfully provide a narrative about

what the children are doing as they play, for example, with the doll's house and associated figures. However, on occasions, children who speak English as an additional language are not always encouraged to practise their developing use of English vocabulary as they play.

- Children enjoy sharing story books with the staff. They learn to listen, show an interest in the illustrations and recall aspects of the story. They use their developing vocabulary to talk about the different animals and count the number of animals on the page. Additionally, children have opportunities to develop their early mark-making skills. They use large paint brushes and water to make marks on the chalk board and wooden fence, and have access to colouring pencils and paper.
- Staff have a good understanding of the children's dietary requirements, preferences, and food allergies. This ensures children's individual needs are met. Snack and mealtimes are sociable occasions. Children develop good table manners and independence. They learn to carefully pour their drink and use appropriate cutlery to cut the fruit. Staff closely supervise children as they eat. They successfully use this opportunity to talk about the importance of healthy eating and to develop children's understanding of where food comes from.
- The manager and staff gather a good range of information from parents and/or carers at the start of the placement. This effectively supports continuity in children's care and learning. In addition, parents are able to access information about their child's day on a dedicated app.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate a good knowledge of the pre-school's safeguarding policy and procedures. They confidently identify the signs and symptoms that, may indicate that a child is at risk of harm. Staff have clear procedures in place to act on concerns, including making prompt contact with relevant professionals, and knowing what action to take if they have concerns about a fellow member of staff. Secure recruitment and vetting procedures are followed to ensure all staff are suitable to work with children. Additionally, induction procedures support staff to understand and implement their roles and responsibilities. Risk assessment is effective.

What does the setting need to do to improve?

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

- make more effective use of spontaneous opportunities to extend and challenge children's learning
- enhance opportunities for children who speak English as an additional language to practise their developing use of English vocabulary as they play.

Setting details

Unique reference number	EY431075
Local authority	Luton
Inspection number	10276879
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	35
Number of children on roll	15
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01582 591225
Date of previous inspection	13 September 2018

Information about this early years setting

Sundon Stars Pre-School registered in 2011 and is managed by the Pre-school Learning Alliance. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the pre-school has received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The area manager of the Early Years Alliance, the manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- A sample of the nursery documents were reviewed by the inspector. This included evidence of staff suitability.
- The inspector took account of the views of parents by speaking to them.

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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