

Inspection of Little Stars Queens Park

Queens Park Pre School, East Way, Bournemouth BH8 9PU

Inspection date: 7 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this inclusive and happy pre-school. They are excited to come into their rooms and greet their friends and the welcoming staff. Children are confident and independent. They put their bags and lunch boxes away and select resources from the shelves. Staff are ambitious for all children and offer a range of opportunities for them to learn and develop.

Children explore their own interests and choose activities for part of the day. Staff provide appropriate, adult-led learning, for example using 'Silly Soup' bags to teach the initial sounds of familiar objects. Staff know children well and identify what they need to learn and do next.

Children have formed good relationships with their peers, and they talk, share and play together well. They collaborate during activities and help each other to solve problems, such as when putting together the pieces of a game. Children understand and respect the boundaries and rules of the setting.

Children develop their coordination and strength, and they learn about the effect of exercise on their bodies. During 'Hello Time', they dance, jump and clap at different speeds. They feel their hearts beating fast and talk about how important this is for their health.

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

- Leaders have a clear vision for the curriculum: to build confident, resilient and independent children who are ready for the next stage of their education. Staff achieve this by teaching children to solve problems, try new things and talk about how they are feeling.
- The manager develops staff's skills through regular supervisions, focusing on practice and well-being. She observes and monitors them regularly to ensure she knows their strengths and areas for improvement. This enables the manager to support and train staff effectively.
- Children build on what they already know, and there is clear progression across much of the curriculum, such as in the children's self-care and independence. However, staff do not always consolidate specific skills that have already been learned by the children, such as encouraging them to use their scissor skills to cut out pictures independently.
- Children learn mathematics in a variety of ways. They build towers to compare sizes, fill and empty different containers and count toys while they play. They sort objects to show which are in threes and which are not. This helps them to apply mathematical concepts in a range of situations.
- Staff encourage children to become more confident in a variety of physical

activities. Children have access to an outdoor area, where they learn how to balance, play running games and explore textures through sand play.

- The manager arranges staff training that targets the needs of the children. For example, staff use visual symbols effectively to enable clear communication with children who have speech and language delays. This has resulted in children beginning to understand more, communicate, and experience less frustration.
- Staff develop children's language well. Children listen to familiar stories and rhymes, and staff extend vocabulary by repeating children's words in longer sentences. Staff engage children in meaningful conversations and encourage them to talk about how they are feeling.
- Staff support children with special educational needs and/or disabilities to make good progress. They read children's cues to gauge their preferences and level of understanding. They use these cues to create engaging opportunities for children. For example, they know how a child is feeling that day and what activities they will best respond to. The manager uses funding appropriately to support children's needs and discusses this with parents.
- Staff communicate well with parents. Parents enjoy detailed feedback at the end of the day and regular updates on learning and development via an app. Parents feel informed about what their child is learning and how they are progressing.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a firm knowledge of the signs of abuse and neglect. They understand safeguarding policies and know it is the responsibility of all staff to keep children safe. Staff are confident to go to their designated safeguarding lead (DSL) with any concerns, and they know how to report concerns to external agencies if they are not satisfied with the DSL's response. Staff attend regular safeguarding training and have opportunities to discuss safeguarding issues in staff meetings. Staff know their children well and are confident in noticing any changes in behaviour that might indicate a concern.

What does the setting need to do to improve?

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

- identify more precisely the intended outcomes of activities and develop staff skills to implement them, enabling staff to maximise children's learning.

Setting details

Unique reference number	2637720
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10291736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	55
Number of children on roll	78
Name of registered person	Little Stars Education Ltd
Registered person unique reference number	RP902621
Telephone number	01202 741437
Date of previous inspection	Not applicable

Information about this early years setting

Little Stars Preschool registered in June 2021. It operates on the site of the Queen's Park Infant Academy, in a suburb of Bournemouth, but it is not affiliated to the school. It is part of the Little Stars group of nurseries and wraparound care provision. The setting is open from 8am to 5pm, during term times. There are nine members of staff, all of whom hold relevant childcare qualifications from level 3 to 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Hance

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The senior leader and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for children.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the nursery.

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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