

Inspection of Stars Pre-School Woodston

Celta Road, Peterborough PE2 9ER

Inspection date:

7 December 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children confidently enter the pre-school and are excited to see what is available for the day. Most children wave goodbye confidently to their parents and staff are close by to support those who need it. This is supported by settling-in sessions that are offered to all children before they begin at the pre-school. Staff talk to parents and gain useful information about children's interest and what they already know and can do. This means staff are able to plan a purposeful curriculum when children start and they are fully supported during the transition process. This is also discussed with parents to support children's learning at home.

Children demonstrate good behaviours. They speak politely and staff encourage children to use their manners. Children are kind to each other and share resources. When children have a disagreement or show unwanted behaviours staff are very quick to distract them and refocus, reinforcing positive behaviours with praise.

Children take part in a range of activities throughout the day. Staff provide easels because they know children enjoy painting. They encourage children to develop their gross motor movements, building core muscle strength. Children also access a range of physical activities outdoors, including balance blocks and riding scooters, which helps to develop their balance and coordination.

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

- The manager has implemented a curriculum that focuses on preparation for school with a particular emphasis on personal and social skills. Staff work closely with the local school to prepare children for the transition to the new pre-school. Staff teach children the skills they need to become independent. Children learn to get dressed and use the toilet on their own. They also learn important social skills, which helps to prepare them for their next stage of learning.
- Staff provide a healthy and nutritious snack and allow children to choose when to eat their snack throughout the morning. This encourages decision making and promotes healthy lifestyle choices. Children are confident to serve their own food and talk about the healthy options available. Children also have access to fresh drinking water throughout the pre-school, including the outdoor area. They pour their own drinks, practising good control and developing their independence.
- Staff read to children throughout the day. Children are excited to listen to a story and enjoy choosing their favourite books. They sit quietly and listen, fully engaged in their learning. Staff ask questions and talk about what they see in the pictures. They ask children direct questions to keep their focus and children demonstrate their understanding of the story by suggesting what might happen next.
- Staff teach children mathematical language throughout all activities. For example

when reading a story, children count how many toes they have and when eating snack children choose a 'big' or 'little' spoon. Staff extend mathematical learning for each child, according to their age and ability.

- Staff know children very well. When children demonstrate a delay in their learning, the special educational needs and disabilities coordinator puts in place a high level of support. This is communicated clearly with parents and the necessary referrals to other agencies are made in a timely manner. Parents are well supported and given advice about guiding their children's learning at home and this helps children to make good progress.
- Staff promote children's communication and language development well. They plan meaningful experiences and ask questions to encourage conversations. For instance, when exploring the playdough, staff introduce Christmas objects to spark children's interests. They model language skills by talking about likes and dislikes and children join in and share their experiences from home.
- Children enjoy a rich range of experiences that staff deliver well, such as decorating Christmas cakes, to support their small physical skills. On occasions, staff do not always consider how to support each other during some activities to ensure children benefit from consistently high-quality interactions.
- Staff report they are well supported at the pre-school. The management team work closely with staff to promote their well-being and show their appreciation of their hard work. For example, they recently arranged an awards night to celebrate staff's achievements and praise them for their efforts.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise the signs that a child may be at risk of harm. They have a good knowledge of safeguarding procedures for the pre-school. There is a robust in-house procedure for staff to follow and details for referrals to outside agencies are clearly stored in a safeguarding file at the pre-school. The management team provide regular training for all staff to ensure they are kept up to date. Staff complete thorough risk assessments of activities to always provide a safe environment for children.

What does the setting need to do to improve?

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

- consider how staff are deployed so that children receive consistently high-quality interactions.

Setting details

Unique reference number	EY541821
Local authority	Peterborough
Inspection number	10307932
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	60
Number of children on roll	64
Name of registered person	Stars Day Nurseries Limited
Registered person unique reference number	RP905087
Telephone number	01733 569580
Date of previous inspection	20 March 2018

Information about this early years setting

Stars Pre-School Woodston registered in 2016. The pre-school employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday from 8am until 4pm, during term time. It receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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.
- Parents shared their views of the pre-school with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.

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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