

Inspection of Little Stars Pre-School

Unit A16, Fieldhouse Industrial Estate, Rochdale, Lancashire OL12 0AA

Inspection date:

17 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The manager has put a curriculum in place. However, she has not ensured that it is effectively designed and implemented to support all children's consistently good progress. For example, staff recognise that they want children to be 'school ready' but have not planned sequenced learning to support children to gain the key skills needed for their future. Furthermore, some staff do not understand how to help children deepen their learning and build on what they already know and can do.

Staff are kind and caring towards the children. They know children well. This means staff can identify any concerns that may mean there are gaps in children's learning and development, including children with special educational needs and/or disabilities (SEND). Children are generally content in the pre-school and enjoy choosing from a wide range of equipment and resources to play with. However, strategies used by staff to support children's behaviour do not always fully consider their well-being.

There have been improvements to the quality of care and education since the last inspection. The manager has taken action to address some of the weaknesses identified. For example, all children are now allocated a key person to build a relationship with and help to meet their individual care needs. Additionally, improvements have been made to the children's learning environment. However, the manager has not ensured that all weaknesses have been fully addressed, as such, the provision requires improvement to be good.

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

- Leaders have a basic understanding of what they want children to learn. However, the planning of the curriculum is not specific. Therefore, some staff deliver learning experiences that are not age- or stage-appropriate for children. Furthermore, the manager has not ensured that all staff understand what they want children to learn from these experiences. This means that children's progress in their learning and development is not always secure.
- The manager has not ensured that staff use consistent strategies to help children learn what is expected of them. This means children do not know how to manage their feelings of excitement and frustration appropriately. At times, staff do not effectively guide and support children to learn how their behaviour impacts others.
- Children with SEND are supported by the special educational needs coordinator. Staff identify if children have gaps in their learning and liaise with other agencies to help children get the support they need. This means early help can be provided for children to meet their needs.
- Staff sing, dance and share books with children at regular points in the day. This

supports children to develop their communication skills. Some children show that they enjoy these activities as they copy adults' actions and learn new words. However, other less-confident children do not receive the support they need to join in and, consequently, they wander off. These children do not benefit from the learning that the experiences offer.

- The support for personal development is variable. There are some strengths in staff practice. For example, staff ensure that all children learn to wash their hands before mealtimes. This helps children learn some healthy habits. However, staff do not provide children with enough guidance to make healthy choices about food and drink. For example, staff provide high-sugar drinks and food to children for breakfast.
- Staff have put in place a simple routine for children to follow. A visual timetable is used to help children follow the routines of the day. For example, older children tell staff that they do yoga after dinner. This means children are developing confidence in the routines, which helps them to feel safe.
- Staff build respectful relationships with parents and families. Leaders value parents' contributions and understand the roles staff have in providing families with support and guidance. Parents feel able to share information with the staff and appreciate the guidance staff can offer to help them in supporting their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a precisely focused curriculum that prioritises what leaders intend all children to learn	14/02/2024
improve the support for staff to ensure that they consistently implement the curriculum and deliver learning that supports each child's individual requirements	14/02/2024

provide staff training and support to implement consistent behaviour management strategies to further support all children's understanding of the expectations for behaviour.	14/02/2024
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To further improve the quality of the early years provision, the provider should:

- support children to learn about healthy food and drink choices by providing them with nutritious meals at all times.

Setting details

Unique reference number	EY562816
Local authority	Rochdale
Inspection number	10318720
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	21
Name of registered person	Little Stars Pre-School Ltd
Registered person unique reference number	RP562815
Telephone number	01706525345
Date of previous inspection	3 October 2023

Information about this early years setting

Little Stars Pre-School Ltd registered in 2019. It is situated in Rochdale. The pre-school employs five members of staff. Of these, one holds an appropriate early years qualification at level 5 and three hold qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. A holiday club also runs during the school holidays. Sessions are from 9am to 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Hulley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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