

Inspection of Little Stars Christian Pre-School

Leamington Spa Baptist Church, Chandos Street, Leamington Spa, Warwickshire
CV32 4RN

Inspection date: 21 March 2024

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 are happy and contented in the pre-school. On arrival, they settle in quickly to play with their friends. They receive a warm welcome from staff who are kind and nurturing towards them. This helps children to feel safe and secure in their care. Staff pay careful consideration to the interests that children show when they prepare the activities and experiences. They include the learning that children need. For example, when some younger children show a keen interest in throwing toys. Staff put together a sloped down-pipe to enable children to roll their toys safely. While involved in this game, staff gently remind children to wait for their turn.

Children behave well and show positive attitudes to learning. This is because staff consistently model kind and respectful behaviours with children and with each other. Children are kind to each other and give each other toys to help include them in their games. Children use their good manners and respond well to staff to tidy away their toys when asked. All children gain the skills and understanding they need to prepare them for their next stage of learning and the eventual move on to school.

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

- The manager has designed a curriculum which is sequenced to help children continually build on what they know and can do. Staff embed the curriculum and have clear intentions for what they want children to learn and understand. That said, there is scope to use the information gained from parents about children's prior learning when they first start to help focus the plans to support children with what they are ready to learn from the outset.
- Children enjoy sitting together to listen to stories with staff. Staff include and repeat new vocabulary for children to hear and understand the meaning. Children also access books for themselves from a variety of stories and factual books. Staff include books to look at with children which help them to understand the similarities and differences in themselves and others and what makes them unique.
- Staff promote communication and language consistently well. They use additional programmes which help to focus their teaching on children's development more precisely. Staff engage children in lots of conversation and use open questions, providing time for children to think and respond with their ideas. Children with special educational needs and/or disabilities (SEND) receive the specific support they need to develop their initial sounds. As a result, these children make rapid progress from their starting points.
- The support provided for children with SEND and their families is strong. Managers and staff are knowledgeable and proactive in liaising with parents and

other professionals to seek advice and professional development to further their skills and understanding. These children receive high-quality learning experiences which help them to make the progress they are capable of.

- In general, children develop some independence. They learn to manage their personal care, dress themselves and confidently select toys and resources to play with and at times lead their play and learning. However, at times, for instance at mealtimes or when using tools, such as scissors the children do not receive the support needed to enable children to successfully learn to complete tasks themselves.
- Managers provide the support and guidance that staff need to fulfil their duties and responsibilities. Staff receive the required training and additional opportunities to make choices about training to further their knowledge and continue to enhance the provision for children. Staff comment positively about the support they give and receive from managers and colleagues.
- Parents speak very highly of the pre-school, the staff and managers. They say their children are happy attending and are pleased with the progress they make. They comment on how well staff know their children and cater for their needs. Parents value the detailed information they receive about their child's care and 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 further improve the quality of the early years provision, the provider should:

- make effective use of the information gained from parents about children's prior learning when they first start to help focus the plans for their next learning from the outset
- provide opportunities for children to further their independence which helps them to complete tasks for themselves.

Setting details

Unique reference number	200673
Local authority	Warwickshire
Inspection number	10317445
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	32
Number of children on roll	35
Name of registered person	Little Stars Christian Preschool Committee
Registered person unique reference number	RP518259
Telephone number	01926 477597
Date of previous inspection	9 May 2018

Information about this early years setting

Little Stars Christian Pre-School registered in 1997. It opens Monday to Thursday from 9.15am to 3.15pm and Friday from 9.15am to 12:15pm during term time. The preschool employs eight members of childcare staff, three of whom hold appropriate early years qualifications to level 6 at qualified teacher status or early years teacher status. Three members of staff are qualified at level 3 and one at level 2. The pre-school receives funding to provide early education entitlement for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

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 this into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the pre-school.

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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