St Helen's Preschool Little Stars

Unique reference number (URN): 2645522

Address: St. Helens C Of E Primary School, Greenhill, Alveston, Bristol, BS35 2QX

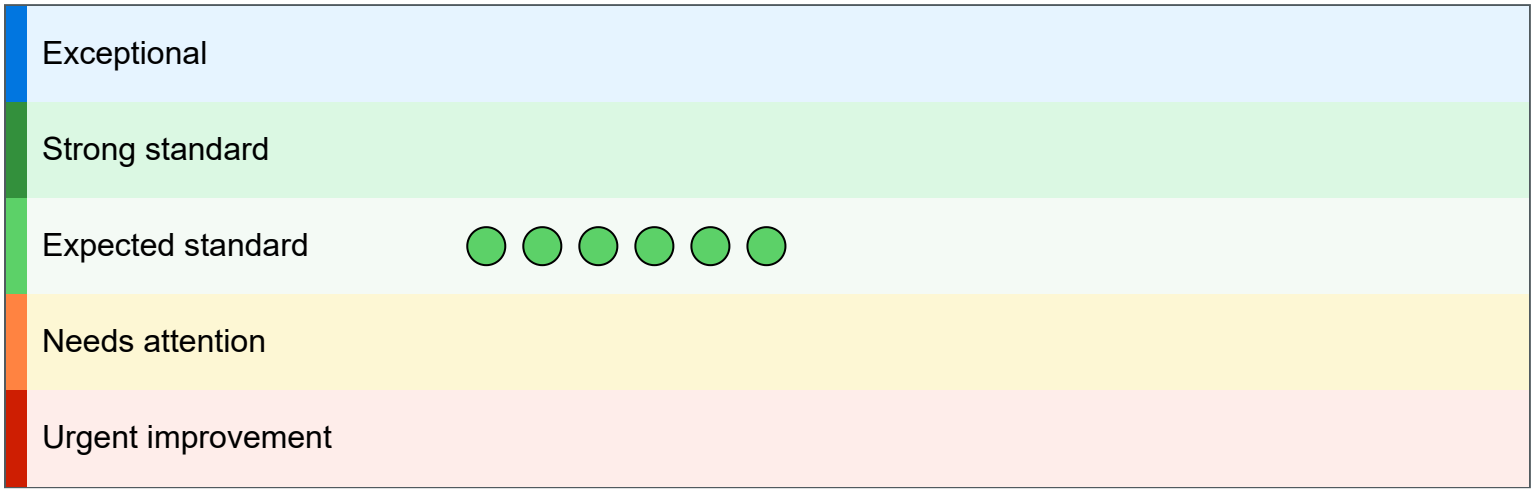
Type: Childcare on non-domestic premises

Registered with Ofsted: 07/02/2022

Registers: EYR

Registered person: St Helen's Preschool Little Stars CIO

Inspection report: 21 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children achieve well from their individual starting points across the 7 areas of learning. They develop secure, knowledge and skills and demonstrate increasing confidence as they take part in a wide range of learning experiences. Children apply their mathematical understanding confidently in play, they enjoy playing games with staff, such as number snap. Children learn to follow instructions, listen attentively and maintain focus during activities they choose independently.

All children, including those with special educational needs and/or disabilities, achieve well because staff carefully identify and respond to their individual needs and any barriers to learning. As a result, children typically achieve the skills, knowledge and experiences they need to continue their learning and development. They are well prepared for the next stage of their learning, including their transition to school.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff have clear and consistent expectations for children's behaviour, which they implement effectively. Leaders and staff support children to learn how to take turns, cooperate and work together. However, some children do not consistently manage their emotions and struggle to regulate their feelings. Staff model positive behaviours, such as being calm, polite and respectful, helping children to understand what is expected of them. For instance, when children are building, staff remind them to be considerate and not to knock down each other's buildings.

Leaders and staff are strong role models and set high expectations for children's behaviour and attitudes. Children respond well, they learn to share resources and take turns with gentle guidance and age-appropriate support when needed. Children show positive engagement in activities and demonstrate enjoyment in their learning.

Leaders promote good attendance by building positive, trusting relationships with families and responding sensitively to the individual needs of each family. They work closely with parents, carers and external professionals to ensure that all children, including those with special educational needs and/or disabilities and those who face additional barriers to learning, receive the support they need.

Children's welfare and wellbeing

Expected standard

Leaders and staff meet children's individual needs effectively through their procedures to work in partnerships with parents and other professionals. Staff establish secure and responsive relationships with children, helping them feel safe, confident and valued. For example, staff gently support children who need help developing their confidence, allowing them to feel secure while participating in purposeful play and building friendships. Children, including those with special educational needs and/or disabilities, and those facing barriers

to learning or wellbeing, receive tailored support that enables them to make progress alongside their peers.

Daily routines are carefully planned and adapted to children's individual needs, helping them feel settled and secure while understanding the flow of the day. Staff recognise when some children need to be physical to enable them to concentrate and take part in learning, staff provide opportunities to consider these needs well. Leaders and staff support children to develop independence in managing their personal needs and they help them learn to keep themselves safe during play. Children follow good hygiene practices, they understand why they need to wash their hands before they eat and when they have been playing outside.

Children are supported to recognise and express their emotions, with staff providing calm and consistent guidance. However, staff do not consistently provide focused support to help children develop their independence in managing their emotions when they encounter challenges.

Curriculum and teaching

Expected standard

The curriculum is well designed and thoughtfully planned by leaders to reflect children's interests, meet their individual needs and support what they need to learn next. Staff use ongoing observations and assessments effectively to identify gaps in learning and plan next steps. They engage skilfully with children, providing timely support that helps to close gaps and build on prior learning.

Staff have a secure understanding of how to sequence learning and build children's skills over time. This is particularly evident in physical development, where staff provide a wide range of opportunities for children to develop both large- and small-muscle strength. Children use a variety of tools and resources to strengthen their fine motor skills and take part enthusiastically in physical activity sessions. They confidently practise balancing, throwing and moving with control and purpose. They show enjoyment as they challenge themselves and develop new skills. Staff weave mathematical language into play and build on children's interests in counting and numbers.

Staff support children in developing their communication and language skills. Staff take time to listen carefully to children, value their ideas and extend their learning by introducing new vocabulary through meaningful interactions. Staff are aware of the barriers some children face, including special educational needs and/or disabilities and challenges in their home lives, and adapt their support accordingly.

Leaders and staff provide some resources that reflect diversity. However, there is scope to strengthen this further by developing this further to better celebrate children's individuality and the diverse backgrounds of the setting's community.

Inclusion

Expected standard

Leaders and staff identify children's needs quickly and accurately. They ensure that all children receive effective support. For example, they provide children with targeted support through focused learning opportunities, and they work with parents to ensure that children can attend to access the support that they need. Leaders ensure that staff are well trained

and that the whole team works together collaboratively so that children's needs are known, understood and met.

Leaders and staff access support and the advice of professionals to ensure that they are successfully identifying children's needs. Staff complete observations of children's learning and use this information to assess children's progress accurately. All staff know children's individual needs and what they need to learn next. Children who face barriers to their learning, such as those with delays in their development, are supported well and have opportunities to experience a rich and ambitious curriculum. Staff could help children to learn more about the diverse lives of people from backgrounds different to their own.

Leaders use additional funding in effective ways to ensure that the children it is intended for benefit from it. They consider children's interests and preferences when planning experiences, ensuring high levels of engagement. For example, staff recognise that some children need additional small-group learning and physical opportunities to help them to succeed. This targeted use of funding has a positive impact on children's wellbeing, progress and overall development.

Leadership and governance

Expected standard

Recent changes in the leadership of the setting have been managed effectively and have had a positive impact on the day-to-day running of the pre-school. Leaders and staff work well together as a team, demonstrating a clear understanding of the setting's strengths and areas for development. This includes strategies to support children's learning and wellbeing, particularly for those who face barriers to learning, including children with special educational needs and/or disabilities. The individual skills of staff complement each other, and their calm approach provides a relaxed and happy environment for children to learn in. Leaders and staff use some strategies to help children to manage their behaviour. They could focus more on supporting children to learn more about their emotions, to help them to recognise and regulate their feelings independently.

Leaders and staff prioritise children's needs. Staff carefully consider the needs of all children, ensuring that resources, activities and the provision are used to promote children's learning. Staff say that they are well supported by leaders and leaders recognise the importance of ensuring the workload is manageable.

Professional development for staff is given high priority. Leaders and staff recognise the importance of keeping knowledge and skills relevant to the needs of the children. Staff participate in training and coaching that strengthens their understanding of their roles and enhances practice, with a clear positive impact on children's learning, development and wellbeing.

What it's like to be a child at this setting

Staff know each child and their family well. They greet children warmly and help them settle quickly, ensuring they feel safe, happy and ready to start their day. Children demonstrate confidence in their environment and show a sense of security as they begin learning and playing.

Children benefit from a wide range of opportunities that support their learning and development. They enjoy playing ball games with staff and friends, following instructions, taking turns and working together. These activities help children develop coordination, social skills and confidence.

Children have a love of stories and enjoy listening as staff read to them throughout the day. Staff use stories to extend children's learning, creativity and imagination. For example, children collect sticks to make their own story characters inspired by a favourite book, showing focus and creativity.

Children also enjoy spending time outdoors. They demonstrate independence as they prepare to go outside and benefit from fresh air and exercise. Staff support children's concentration and problem-solving skills during activities, such as using shapes to make pictures. Children work together to select the shapes they need to complete their designs, learning collaboration and persistence.

Children feel a strong sense of belonging. They make friends, share toys and enjoy being part of the group. Staff ensure all children can join in, including those with special educational needs and/or disabilities, those who are disadvantaged, or those needing additional support. Staff welcome families and value their contribution.

Through these experiences, children develop skills and confidence for their next stage of learning, including moving on to school. Staff support them to grow socially, emotionally and academically, thriving in a safe, nurturing and inclusive environment.

Next steps

- Leaders should further develop how they promote children's awareness of diversity, helping children to recognise, respect and celebrate differences.
- Leaders should further develop strategies to support children's self-regulation, particularly for those who find managing their emotions challenging.

About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, parents, children and the nominated individual during the inspection.

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.

Inspector:
Victoria Nicolson

About this setting

Unique reference number (URN): 2645522

Address:
St. Helens C Of E Primary School
Greenhill
Alveston
Bristol
BS35 2QX

Type: Childcare on non-domestic premises

Registration date: 07/02/2022

Registered person: St Helen's Preschool Little Stars CIO

Register(s): EYR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:50 - 15:30

Local authority: South Gloucestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 21 January 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

32

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 🟢

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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