

Little Stars Pre-School

Inspection report for early years provision

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Inspector ISP Inspection

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Stars Pre-School registered in 2002. The provision operates from the local youth and community development centre which is situated in Luton, Bedfordshire. The building is accessed via a single low step. Children have access to a secure outdoor play area.

The provision is open each weekday during term-time only and sessions are from 09am to 12 noon and from 1pm to 4pm. A maximum of 16 children may attend the provision at any one time. There are currently 28 children on roll in the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare register.

No children attend any other settings, such as the early years unit of the local primary school or childminders. The setting supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are three staff members who all hold relevant childcare qualifications.

The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Outstanding.

Children enjoy their time at this welcoming pre-school. Excellent observations of children's individual achievements and individually tailored challenges enable children to make outstanding progress towards the early learning goals. Staff ensure that parents are fully informed about what their children are doing and are effective in sharing information about their needs and routines.

The manager and staff are highly motivated and have a positive approach to self-evaluation. They have established detailed systems to support the continuous review of their work, enabling them to prioritise areas for improvement and offer a service, which is fully inclusive of the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the outstanding organisation of the setting.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are actively promoted. All senior members of staff access safeguarding Level 2 training and that all other staff access Level 1 training as a minimum. All practitioners additionally access certified First Aid training. This ensures that the staff responsibilities are clearly understood. Thorough risk assessments and daily checks ensure that hazards are minimised. Stringent checks are carried out to ensure that all staff are suitable to work with children. The Management Team follow a robust recruitment and selection process to provide a highly skilled, bi-lingual staff team who deliver warm, consistent care and education to all children.

The setting has established a detailed self evaluation process which highlights the outstanding organisation of the setting and highlights positive improvements. All members of staff regularly exchange views and ideas through regular discussions and staff meetings. They actively seek feedback on their strengths and weaknesses from children, parents and carers, as well as staff. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive.

Resources are used well to promote children's learning and development. For example, staff are effectively deployed to maintain ratios on a daily basis taking into account any staff absences. They have an extremely sound knowledge and understanding of all aspects of the Early Years Foundation Stage. They plan and deliver an excellent range of stimulating, challenging activities and learning opportunities. These activities are assessed and evaluated to ensure the learning objectives are achieved. Plans show how activities are adapted and extended for individual children. Staff are also very effective at extending spontaneous child led opportunities and promoting children's independence and choices in this outstanding learning environment.

Staff provide a wide range of high quality, challenging and age appropriate equipment and furniture to aid language, social, emotional, spiritual, cultural, physical and sensory development. Children have access to a broad range of safe, good quality, purposeful and developmentally appropriate toys, furniture and equipment. Children are able to access resources at child height, thus enabling them to become independent and make choices. Good use is made of the rooms and resources to provide a wide selection of activities based around the Early Years Foundation Stage curriculum.

Each child is assessed on their individual needs and their needs are met effectively through daily planning of activities. Daily plans also reflect extension and adaptation for all children. All planned activities are evaluated to assess their effectiveness and highlight strengths and weaknesses of the children, this then informs future planning. Children's understanding of respect for one another, cultures, disability awareness, languages and race is promoted in a positive way through linking these areas into topics and activities. Staff are good role models and ensure that stereotypical views are challenged. All resources are reflective of

the children's cultures through an abundance of toys, books and games. Staff ensure that they understand each child's background, cultures, and beliefs and encourage children to recognise and respect differences. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families, and recent experiences. This enables all children to feel welcome and valued.

Regular open evenings are held to enable the key workers and parent or carers to discuss the children's progress. Communication books are used to share information when parents do not come to the setting themselves. Parents are kept informed on a daily basis through the use of newsletters and notices. Parents and carers are encouraged to contribute to their child's learning through attending the pre-school every Wednesday for a shared reading session. This has proved an exceptional success with more male relatives attending with the children. Children also take home physical activity bags with a diary so parents can share their observations and comments.

The quality and standards of the early years provision and outcomes for children

Children make very good progress in all areas of learning and are fully supported in achieving because staff have an exemplary understanding of the Early Years Foundation Stage. Children display very good skills and attitudes towards learning as a direct result of the excellent input from the staff team. They observe and assess children as they play, using this information to inform activity planning. Staff respond quickly to children's developmental needs and adaptations to planned activities can be carried out on a daily basis. This enables them to provide tailored experiences and activities which actively promote children's individual development.

The environment is attractive and accessible, enabling children to make independent choices and select their own resources. This promotes children's confidence and self-motivation. Children can free flow between the indoor and outdoor learning environment. They display their feelings of safety as they confidently move from one area of play to another, accessing their own resources to develop their own play. They routinely learn how to keep themselves healthy and safe, for example, following direction when evacuating the premises in an emergency and using tools safely. Children are rewarded with lots of praise from staff, which further promotes their self-esteem. Stickers are used to encourage positive behaviour and self-confidence. This actively encourages children to develop habits and behaviour appropriate to good learners, whilst respecting and understanding their own and others needs.

Each child has their own assessment folder which acts as a record of their outstanding progress. These assessments are meaningful and relevant to the individual child. Detailed and practical observations and monitoring of the children's development and achievements in all areas of learning highlights the next stages of learning for individuals.

Children have good relationships with the staff, whose consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. They are confident and therefore are actively involved in their learning, developing positive attitudes to this. Children's understanding of diversity is developed as they participate in daily discussions, access relevant resources and celebrate festivals that reflect their beliefs and those of their friends. Children who speak English as an additional language are well supported and make excellent progress. They are supported in developing their knowledge of English and the bi-lingual staff also value the children's own language.

Children are actively encouraged to choose their own activities and resources and are able to do so. This promotes children's feelings of being valued and they display a sense of pride in their achievements.

Children are respected as individuals and the curriculum is tailored to suit all capabilities and needs. Continual assessment by each child's key worker allows any strengths or weakness to be identified and adaptations to curriculum planning are made. They learn how to think for themselves and make decisions through the use of open-ended questions and encouragement of listening skills. Children's progress is constantly monitored through observations and evaluations of plans. Children develop skills for the future as they share ideas and work together. For example, children using a construction set discuss their models, comparing size, shape and colour. They have many opportunities to develop early reading and writing skills. Young children enjoy snuggling up with a member of staff or their parent and sharing a book. Children regularly make marks in everyday play. They enjoy making music and learning new songs and the actions that go with them. This enables them to learn about rhyme and to interpret the words with their bodies in a creative way.

All children, based on their starting points and abilities, make outstanding progress towards the early learning goals in this welcoming pre-school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met