

Little Stars Pre-School

94-112 Leagrave Road, Luton, LU4 8HZ



Inspection date

23 March 2015

Previous inspection date

11 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff support children's development of English very well. Recent training in sign language enables staff to find differing ways to support children. As a result, all children make good progress in their communication and language. Those children who speak English as an additional language, make particular gains in their learning.
- The staff are all very alert to factors that have a negative impact upon children's oral health. They tackle this directly, through parental training courses, healthy eating promotions and educating children about foods. As a result, there are very effective strategies in place to tackle this area and promote children's health and well-being.
- The manager demonstrates a strong ability to lead the staff team. She effectively tackles weaker areas using detailed self-evaluation and targeted training. Consequently, the pre-school has successfully addressed previous actions and recommendations. Furthermore, the pre-school has successfully raised standards in teaching and learning, helping children to make good progress.
- The manager and her staff team are proactive in developing their knowledge about safeguarding and current child protection issues. They undertake regular training and review and adapt their procedures and working practice. Their vigilance and attention to detail, means children feel safe and secure at the pre-school.

It is not yet outstanding because:

- On occasion, during group times, staff ask questions that are not always well pitched to enable all children to respond confidently.
- The opportunities and activities for children to learn about mathematics are not always as creative and abundant as other areas of the curriculum.

What the setting needs to do to improve further

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

- enhance the good quality of teaching in group time, to make sure that staff use effective questioning that is suitably pitched at the majority of children's abilities
- enhance the provision for children's mathematical development to ensure that this offers creative opportunities for children to build upon their skills in counting, recognising numbers and solving simple mathematical problems.

Inspection activities

- The inspector undertook observations and tracked children's progress in both rooms at the pre-school.
- The inspector spoke with staff, parents and children and held a meeting with the manager.
- The inspector undertook a joint observation with the manager.
- The inspector read through a variety of differing documents. This included evidence of the suitability and qualifications of staff, children's progress files, policies and procedures and the self-evaluation document.

Inspector

Hayley Marshall

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their detailed observations and assessments to plan for children's next steps in learning. The good quality of teaching and positive attitudes of the staff, help children to make consistent progress in their development. As a result, children gain the essential skills they need for their future learning and move on to school. Staff use picture cards to help children to understand. For example, when planting seeds, staff show children images of what will happen if they water their seed. This intrigues children and they delight in taking home their seed to share with their parents. Children increase their understanding of phonics as staff teach them basic sounds. Children sing along happily as they recognise the letter sound in the song. At times, staff ask questions about phonics that are quite complex and not all children fully understand. More able children rise to the challenge, but the majority of children are unable to respond correctly as they have no reference point, such as a name card. Children choose from a broad range of activities to support their learning. There are number lines on display and staff count fruit with children during snack time. However, there are fewer ways for children to creatively engage with numbers and mathematical problems in their spontaneous play.

The contribution of the early years provision to the well-being of children is good

Children settle well because of the close relationships staff form with them. From the beginning, staff gather information from parents to help them to meet children's needs. Staff teach children about healthy eating and the benefit of fresh air and exercise. Children behave well because staff give them firm, clear boundaries. This helps children to feel safe and secure. The key-person approach at the pre-school is effective. Staff know their key children and their families well and the regular exchange of information helps children to experience consistency. Staff support children to become independent as they cut their own fruit at snack time and find a tissue to use when they need one. Children master the safe use of tools, such as scissors, because staff spend time showing them how to use them correctly. As a result, children become confident and capable individuals.

The effectiveness of the leadership and management of the early years provision is good

The leadership and management team at the pre-school are ambitious in their pursuit of providing good quality care. They demonstrate good understanding of all requirements. There are thorough recruitment and induction procedures in place. Consequently, all staff at all levels demonstrate the skills and knowledge they need to fulfil their roles. Supervision is supportive and nurturing. Staff greatly benefit from training opportunities and are happy in their work. The manager monitors all aspects of the pre-school and there is evident positive impact of this. Close working with other professionals and settings where children attend, establishes continuity for children. The staff complete the progress check for children between the age of two and three in discussion with their parents. This, along with a welcoming ethos, means parents can play an active role in their child's learning.

Setting details

Unique reference number	EY222793
Local authority	Luton
Inspection number	991057
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	100
Number of children on roll	62
Name of provider	Abdul Halim
Date of previous inspection	11 September 2014
Telephone number	01582 519506

Little Stars Pre-School was registered in 2002 and is situated in Luton. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and 1pm until 4pm. There is an optional lunch club between 12 noon and 1pm. The pre-school can provide a breakfast club starting at 8am, when required. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

