

# Little Stars Pre-School

94-112 Leagrave Road, Luton LU4 8HZ



<b>Inspection date</b>	26 November 2018
Previous inspection date	23 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff team work well together. They are committed to providing children with good-quality learning opportunities and rising outcomes for all children.
- Children settle quickly and form secure attachments with the staff. They are happy and enthusiastically take part in self-chosen play.
- Partnerships with parents are particularly strong. The manager provides opportunities for parents to attend information sharing sessions to help raise their awareness of certain issues, such as the 'Prevent' duty and other safeguarding related topics. Parents comment that they feel welcomed and supported by the caring and friendly staff.
- Children who speak English as an additional language are particularly well supported. Staff use a range of teaching strategies, such as visual cues to help children to understand and support them to attain a good standard of spoken English.

## What the setting needs to do to improve further

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

- strengthen assessments and focus more sharply on identifying children's specific next steps in learning, to help them make the best possible progress
- build on opportunities during adult-led activities, particularly with the older children to consistently challenge their thinking and maximise their learning opportunities
- enhance the organisation of the older children's daily routines to help promote their interest and maintain their continued engagement and to reduce the amount of time children spend sitting and waiting during these activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the manager and deputy manager and spoke with a representative from the company. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

### Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager recognises the importance of being vigilant. Staff are aware of the signs that may indicate a child is at risk of harm and know the procedures to follow to report any concerns. Robust processes are in place for staff recruitment and vetting, including checking the ongoing suitability of staff to work with children. The manager provides staff with effective support and coaching. Staff have opportunities to discuss any concerns through team discussions and regular one-to-one meetings with the manager. Staff's continued professional development is promoted well and they undertake a range of training to further enhance their skills and knowledge. The manager successfully seeks and evaluates the feedback of parents and uses this to help her to continue to develop and improve the quality of the provision.

### Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting learning opportunities. Children have fun initiating their own play ideas and working together. They demonstrate good levels of perseverance and imagination as they take turns to talk and listen using the 'telephone tube'. Children's language and communication skills are promoted well. For example, staff engage children in interesting conversations, they introduce them to new words and repeat words back to support their correct pronunciation. Children learn about shape, size and use numbers for counting spontaneously in their activities. Leaders and managers monitor individual children's progress and analyse the progress of different groups to support them to identify any gaps in children's learning and development.

### Personal development, behaviour and welfare are good

Staff help children to learn the importance of living healthy lifestyles and taking part in physical activity. For example, children engage in outdoor play daily and staff provide a range of activities to promote their physical development. Staff work closely with parents to ensure that children are provided with healthy food options in their lunch boxes. The manager has worked hard to promote better oral health awareness with parents and children. For example, informative displays help to raise parents' awareness of the amounts of sugar contained in a range of popular foods. Children behave well and use good manners routinely. They take turns, listen to staff and help to tidy up. Staff use lots of praise and encouragement with the children, which helps to build on their positive self-esteem.

### Outcomes for children are good

All children, including those who speak English as an additional language make good progress from their individual starting points. Children are confident and demonstrate growing independence with their self-care skills, such as toileting and feeding themselves. Children show a keen interest in books and reading. Older children enjoy predicting what will happen next in the story. Children are gaining the skills they need for their next stage in learning and for their move on to school.

## Setting details

<b>Unique reference number</b>	EY222793
<b>Local authority</b>	Luton
<b>Inspection number</b>	10071024
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Halim, Abdul
<b>Registered person unique reference number</b>	RP513290
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01582 519506

Little Stars Pre-School registered in 2002. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 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 midday 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. The pre-school supports a number of children who speak English as an additional language.

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