

# Shining Stars Pre-school Nursery

Inspection report for early years provision

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**Inspector** Emma Bright

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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*.

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## Description of the setting

Shining Stars Pre-school Nursery is one of three early years provisions run by Stars Day Nurseries Limited. It was registered in 2010 and operates from a converted bungalow situated in the centre of a residential area of Peterborough, Cambridgeshire. The pre-school is open five days a week during school term times. Sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm. All children have access to an enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time and there are currently 23 children on roll who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register. Children come from the local area. The pre-school supports children with special educational needs and/or disabilities and who speak English as an additional language.

The pre-school employs three members of staff, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a warm and welcoming environment and children enjoy their time at the pre-school. Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met. The environment promotes children's welfare and the required documentation is in place to promote their health and safety. Staff form good working relationships with parents and other carers. Systems to monitor and evaluate the provision are evolving.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- maximise the use of the environment to support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- improve further the wording to the written consent to seek emergency medical treatment to ensure it is clear
- ensure staffing arrangements are organised so that all staff can engage with children and effectively support their learning
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- provide further opportunities for children to develop and use their home language in their play and learning.

## **The effectiveness of leadership and management of the early years provision**

Staff are trained and know what action to take in the event of a safeguarding issue. They demonstrate good knowledge and understanding of safeguarding procedures and they help children to understand how to keep themselves safe. For example, they practise the fire drill regularly so that they know what to do in an emergency. Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so, and induction procedures ensure staff and students are clear about the pre-school's policies to keep children safe. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised, and all of the required documentation is in place for the safe running of the pre-school. However, the wording for emergency medical consent is not completely clear to fully ensure children's health in an emergency.

The management team provides suitable leadership and staff work together to ensure children are safe while they play. The system to monitor and evaluate the early years provision is in place. However, as it is a new pre-school this is not fully developed and embedded into practice in order to maintain continuous provision. Staff are well deployed to ensure children are safe and supervised at all times. However, adults are often busy with other tasks which affect their ability to support children's learning effectively in a range of experiences and everyday activities. Staff demonstrate a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and are developing links with them in order to support children's learning.

Staff work well in partnership with parents and carers and they demonstrate a good understanding of the benefits of working closely with parents. Parents are kept informed about their child's progress and achievements, and they have regular access to their child's development records. Staff offer daily verbal updates to ensure parents are informed about their child's care. Although staff find out about each child's home language and gather key words, children have fewer opportunities to use, hear and see their home language in the pre-school. This potentially affects their ability to confidently use their own language outside the home and build strong bilingual foundations when learning English. Parents speak highly of the staff and how their child is settled and happy in the pre-school. In addition, the pre-school held a grandparent's day which involved other people who are important in the children's lives. Appropriate systems are in place to support children with special educational needs and/or disabilities.

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

Children enjoy a range of activities and experiences which enable them to make satisfactory progress across the areas of learning and development. Staff have a sufficient knowledge and understanding of the Early Years Foundation Stage, and a commitment to ongoing training means that outcomes for children continue to improve. The system for planning and assessment is in place which takes into

account children's interests, and each child's achievements are recorded through photographs and observations. Parents can contribute to this record and this is beginning to help identify the next steps in children's learning.

Children are able to make some choices about what they do, however, staff do not always make full use of the environment and resources to effectively support children's learning, both indoors and outdoors. For example, the outdoor area lacks some challenge and interest for children and they have fewer opportunities to easily access this area during the day. Staff have warm and caring relationships with children; they behave well and staff praise their achievements, helping them to feel good about what they do. Children enjoy playing together and their behaviour is good. They are beginning to learn about turn taking, and sand timers help them to negotiate the sharing of popular resources. Children have some opportunities to explore their imagination in role play and they enjoy some creative activities.

Children are becoming confident communicators and they initiate conversations with adults and each other. They have opportunities to select books and settle in the cosy book corner to look at their chosen book. Children develop their small muscle skills as they shape sand into and carefully thread string through small holes. Children use number names in their play and join in enthusiastically to number rhymes. These simple activities satisfactorily lay the foundations to begin to support children's future learning.

Children are beginning to learn about the importance of a healthy diet and they are provided with a range of suitable snacks. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. Children are cared for in a clean and healthy environment, and adequate hygiene routines are followed by the staff and children, which helps to prevent cross-infection. All staff hold current first aid certificates, which means that they can respond appropriately if children have an accident while in their care. Children enjoy opportunities to play outside where they dig in the sandpit, pedal their tricycles and run around in the fresh air.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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