

Sundon Stars Pre-School

Inspection report for early years provision

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Inspector Karen Molloy

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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

Sundon Stars Pre-School was registered in August 2011 and is managed by the local Pre-School Learning Alliance (PSLA). It operates from purpose-built premises in the grounds of Cheynes Infant School, Luton, Bedfordshire, with whom it has close links. Children have use of a large playroom and associated facilities. There is a fully enclosed area available for outdoor play. The setting serves the local area and also works closely with the Marsh Farm Children's Centre. It is on one level and fully accessible.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opens Monday to Friday during school term times. Sessions are from 9am to 12noon and 12.30pm to 3.30pm with an optional lunch club. In addition, for school-aged children, there is a breakfast club from 8am and an after-school club between 3.30pm and 6pm. Children are able to attend for a variety of sessions. A maximum of 34 children may attend the setting at any one time. Of these, 34 may be in the early years age group, with none under two years of age. The setting also offers care to children aged over five years to 11 years.

Sundon Stars Pre-School employs seven members of staff. All hold appropriate early years qualifications at level 2 or above. The manager has a level 4 qualification and is currently studying for an early years degree. The setting receives support from the County Manager of the local Pre-School Learning Alliance and from the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sundon Stars Pre-school provides a warm and welcoming environment for children. Positive steps are taken to ensure children are safeguarded, fully included and have their welfare needs met. Staff develop good partnerships between parents and others, so that valuable information is shared to ensure everyone is well informed and work together to promote the best outcomes for children. Staff support children well in their learning and development, with planning and observation constantly being reviewed and children are making good progress towards the early learning goals. The provision has a very positive attitude towards improvement and is aware of their key strengths and some of the areas they wish to develop further.

What steps need to be taken to improve provision further?

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

- develop planning, observation and assessment to ensure that they inform each other and take into consideration children's individual needs and

interests.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. They are clear of their role and responsibilities and ensure that they keep up to date with current practice, with all staff having recently attend safeguarding training. Staff are also appropriately vetted and clear recruitment procedures ensure that they are safe and suitable to work with young children. Staff make effective use of up-to-date risk assessments to support them in ensuring both the indoor and outdoor areas are kept safe. This means that children are able to move safely and freely around the building. Visitors are signed in and out and a password system is used for anyone different collecting children. These practices all contribute to children's safety.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The pre-school is bright, welcoming and safe. There is easy access to toys and resources, stored at a low-level to encourage independent play and children to make choices. Clearly designated areas and good deployment of staff means that children are able to thrive and make good progress in their development.

Staff are well qualified and work well together to embrace recent changes to the setting and staff. They have invested much time and effort in developing the pre-school since they were registered. The managers and staff team have a positive attitude to evaluating their practice and are continually looking for ways to improve the provision for the children. They have identified some clear targets for improvement, such as the outdoor area, establishing free-flow for children between the indoor and outside areas and introducing home visits before children start at the pre-school. There are effective processes in place to enable the ongoing training and development of the staff team, such as induction and regular supervision for each staff member. Staff meetings enable them to share and discuss planning, any issues and share good practice.

Staff form close working relationships with parents and carers and communicate with them effectively through a variety of ways. For example, newsletters, notice board, policies, parent consultations and regular conversations. A parent helper system has recently been introduced and parents and grandparents are encouraged to spend a session at the pre-school, which has been very successful with parents keen to participate. A suggestion box encourages input from parents. An induction for parents is carried out when children first start and both the registration form and 'all about me' system ensures that information is shared effectively between parents and the pre-school to enable staff to meet children's individual needs. Although, there is no formal process in place to gather feedback from parents, comments are positive and talk about the 'staff that are extremely supportive and a 'positive enriching learning environment'. Effective relationships

with other provisions/professionals involved with the children, such as the local school and children's centre contribute well to supporting children's welfare and learning.

Staff have appropriate systems in place to offer sensitive support to children, who have special educational needs and/or disabilities. They attend in service training to develop knowledge and understanding of diversity and inclusive practice. A key person system, recorded information from them and daily verbal communication with parents and carers ensures that children receive continuity in their care and learning. This means that the individual needs of children are met and they are fully included in the life of the setting.

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

Children are happy and settled in the nursery. They leave their parents and carers confidently and settle quickly to activities. A good range of age-appropriate resources and experiences are offered to children, both planned and child-initiated. This ensures that children are actively engaged in their learning. Staff develop warm and trusting relationships with children and support their learning effectively. Interaction between staff and children is good, children are listened to well and they are asked challenging questions to develop their thinking. Staff comfort and reassure children. For example, staff spend time with new children that are unsettled until they are calm and involved in an activity. In turn, children are confident in their approach to staff. Observation, planning and assessment arrangements are constantly being reviewed and further development will enable planning to be led by children's individual needs and interests. Children's progress is detailed in individual files containing observations, development 'trackers' and examples of children's work. All areas of learning are covered and staff have begun to identify the next steps, thereby, promoting children's progress.

Children's creative development is fostered through a range of materials and tools. Easily accessible resources enable them to make independent choices to draw and create pictures. They enjoy painting freely and share their ideas telling others 'mine is a controller' and 'this is the sun, this is the rainbow, this is Mummy'. A well-organised role play area encourages children's imaginative play and they self-select various resources to cook, go shopping and dress-up. They develop early information and communication technology skills competently using the computer and mouse to complete word searches, concentrating well and respond positively to the 'well done!' at the end. Children begin to learn mathematical language as they talk about big and little animals. They draw pictures of their faces and a display shows how they have discussed the position of key features within their faces, such as, middle, side and top. Toy construction bricks help children to learn to construct and build. Children's independence is encouraged, for example, through finding their name at snack time, putting work in their own trays, putting on aprons, finding their coat and selecting their own resources. The school uniform for the local feeder school is to be added to the dressing-up area, which will aid familiarity and support their transition to their next school.

Children's good health is promoted well. They spend time outdoors, using a variety of equipment and benefiting from fresh air and regular exercise. In addition, a weekly active movement session has been organised in the school hall to further develop children's physical skills. Parents are given information about healthy packed lunches and children enjoy a variety of healthy snacks, such as fruit and vegetables. Water is accessible throughout the day and children's independence is encouraged during snack time where they self-register, finding their name before sitting down to pour their own drinks and enjoys their snack. Good personal hygiene practices, such as regular hand washing supports children's understanding of keeping healthy. Any specific health or dietary need is recorded and adhered to. An area of the pre-school is adapted to make a comfortable space for children to sleep. Children are beginning to develop an awareness of their own safety. They take part in fire drills and know not to run indoors. Children tell others that they have to be very careful with the small nails for the hammer, shapes and nail set because if they fall on the floor, they could go in their shoe or their foot and that would be painful.

Children's behaviour is very good. They are busy and engaged throughout the session and staff guide and support children well. Golden rules are displayed and children are reminded of these to ensure that they are clear of the expectations. Children remind others, telling their peers 'we need to share'. Children are given lots of praise and stickers to promote positive behaviour and to acknowledge effort and achievement, which they respond to enthusiastically. Children's own art work, photographs of the children and their birthdays are displayed and they have individual drawers for their work and belongings. A 'Wow' board depicts art work and items brought in by the parents and children from home. This contributes to children developing a sense of belonging and fosters their confidence and self-esteem.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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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