

Sundon Stars Pre-School

Cheyne Infant School, Cranbrook Drive, LUTON, LU3 3EW

Inspection date	14/02/2013
Previous inspection date	03/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Each practitioner has a secure knowledge of the Early Years Foundation Stage and a thorough understanding of how children learn. They make good use of opportunities to promote children's learning through their play, structured activities and daily routines.
- Practical planning incorporates children's needs and interests and means that children are offered a wide variety of play opportunities. This is supported by the good use of the key person system, ensuring that families and the setting can work together to promote children's learning and development.
- The thoughtful daily procedures contribute to children feeling settled, happy and eager to learn. Children demonstrate positive behaviour and increasing independence. They are therefore well prepared for school and future learning.
- Practitioners interact well with children, extending their vocabulary and supporting them to participate in discussions. Children therefore develop good language, social and communication skills, which support their future learning.

It is not yet outstanding because

- There is further scope to consistently include the views of parents and children in self-evaluation so that they are involved to the optimum in the development of the provision.
- Opportunities for children to gain a wider awareness of the diversities within families, communities and cultures are not used to the optimum.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and the outside area.
- The inspector held meetings with the interim manager of the provision and also carried out a joint observation.
- The inspector talked with children present.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Full Report

Information about the setting

Sundon Stars Pre-School was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises on the site of Cheynes Infant School, Luton, Bedfordshire, and is managed by

the Pre-school Learning Alliance. The setting serves the local area and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The setting employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above.

The setting opens Monday to Friday during school term times. Pre-school sessions are from 9am until 12pm and from 12.30pm to 3.30pm, with an optional lunch club. There is also a breakfast club and after school club for pre-school and school-aged children. These sessions are from 8am to 9am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance self-evaluation by more consistently including the views of parents and children in order to use their feedback to the optimum in developing the setting further
- extend the educational opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and traditions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a thorough knowledge of the Early Years Foundation stage and pay close attention to ensuring that all children are happy and enjoy their time at the setting. This contributes to children feeling secure and being enthusiastic and positive about their play and learning. They concentrate and persevere with tasks and are happy to try new activities. They are well supported by practitioners, who fully understand that children learn as they play. Teaching techniques are strong and practitioners confidently enable children to determine their own play, offering support whenever needed. For example, children joining large puzzle mats are encouraged to count the pieces as they join them, noting how this changes when they add or take away pieces.

Practitioners observe children, supporting them in acquiring the skills to learn effectively and to achieve well. They model inquisitive behaviour, thereby encouraging children to experiment and develop their own ideas. For example, when a practitioner wonders why wheels are round, children place these on the models they are constructing. They then work out that because the wheels are round they roll and can make the object move. Practitioners utilise comprehensive assessment procedures and also keep a daily record of children's current interests. They then feed this information into the planning, monitoring the provision of opportunities in all seven areas of learning to ensure that this is balanced. Thorough tracking means that practitioners can check that all children are making progress. They seek additional help whenever needed so that they are able to promote the progress of all children towards the early learning goals.

The good organisation, planning and staff's knowledge of children's current interests means that daily routines are enjoyable and are used to help promote children's development. For example, group time is especially well organised and all children thoroughly enjoy participating to the full in the songs, stories and action rhymes. This session also extends the confidence of individuals as they feel able to stand up and talk to the other children about activities or resources they have particularly enjoyed. Opportunities such as this help promote children's confidence and their language, social and communication skills. Children who use English as an additional language are supported in understanding and acquiring new vocabulary. They therefore make good progress in using English and in their overall development. For example, practitioners use role play as an opportunity to engage children and extend their vocabulary. Children's early numeracy skills are well promoted through specific activities and daily play opportunities. For example, children preparing their snack note that they have cut the food in half and are encouraged to count the number of pieces.

Practitioners work with parents to gather information and assess children's starting points, giving them a clear overview of their individual needs, developmental stages and interests. This information is used to inform the planning of initial activities and resources. Good communication procedures mean that parents have opportunities to share updates about their children and regularly view their child's assessment files. The setting also provides information about current activities and planning. Parents are therefore supported in understanding how to promote their child's learning at home.

The practical activity planning means that children have well balanced opportunities to explore independently and to participate in group and structured activities. They can therefore take an active role in their learning and learn to work in partnership with others. This promotes the skills they need in future life and in order to be ready for school. The good planning extends to the provision of resources in all areas of the setting. The outdoor area is well resourced in order to promote all areas of learning. Children particularly enjoy role play in this area. For example, they invent role play scenarios using toy animals, going on to pretend that these are monsters and using the easily accessible chalk and clipboards to draw pictures of these.

Children are offered a wide range of opportunities that promote their physical development. For example, they learn to handle small tools and implements, such as paint brushes and scissors, safely and effectively. The provision of appropriate equipment also

helps them to develop further skills, such as balance, control and coordination. For example, they learn to use the steps on the slide and enjoy the challenge of balancing on low beams. The provision of specific resources and activities means that children are offered a variety of opportunities to learn about other ways of life. For example, they make 'food maps' as they taste food from other countries and research world maps to gain more knowledge of the individual countries and traditions. However, not all opportunities are consistently used to promote their greater awareness of the diversities within families, wider communities and cultures.

Practitioners take note of children's interests. They use this information to help ensure that children are offered a stimulating learning environment, with activities and resources that engage them and support their good progress towards the early learning goals. For example, practitioners note the children enjoying role play associated with hospitals and give them time and space to explore this. They then offer additional resources, such as sleep mats and blankets. The children become engrossed as they use these to make a hospital ward. They gradually involve other children and incorporate further resources, thereby developing their creativity and skills in communication and partnership-working.

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

The well-implemented key person system supports the setting in working with families and helps to ensure that all children are secure and form strong relationships with practitioners. The daily monitoring of all children means that practitioners can check that children are happy at the setting and are making good progress. Children are encouraged and supported in exploring the toys and resources and expressing their views and preferences. This helps them develop essential skills and a positive approach to learning, thus preparing them for the transition to school. This is further supported through the setting's thoughtful procedures. For example, during the time leading up to starting school, children are involved in discussions and school visits, read associated stories and dress up in school uniforms.

Children are sensitively supported and are praised for their efforts and achievements, thus promoting their self-esteem. They work well together and enjoy taking on responsibility. For example, they help tidy away the toys before sitting down together at the end of the session. Thoughtful settling-in procedures mean that new children quickly settle. Practitioners spend time working with parents to make sure that they fully understand the setting's policies and daily procedures. They also use this time to gather relevant information about children's needs, abilities and preferences. Children's transitions within the setting are natural as they play in mixed age groups throughout the session. This means that younger children are able to learn from older children and therefore gain skills that support both their learning and social interactions.

Practitioners show children that they genuinely enjoy their company. Their good role modelling demonstrates that they care for and respect all. This creates a positive environment, where children feel valued and are learning to value and respect the needs and views of others. Children are well supported in developing their self-care skills. For

example, they independently collect their coats from their pegs and put these on before going outside to play. Children are gaining a good understanding of the importance of healthy lifestyles. For example, their involvement in cooking activities and in preparing snacks helps develop their awareness of healthy eating. Ongoing explanations from practitioners support children in gaining a good understanding of safety issues. For example, they help set up the play equipment outdoors and talk about the safe positioning of this.

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

The provider and manager ensure that all practitioners are well supported. They use thorough systems for monitoring performance and promoting professional development through training. This ensures that all practitioners have a good understanding of the requirements of the Early Years Foundation Stage and can promote children's health, welfare and development. Thorough self-evaluation takes account of all areas of the setting's work and means that the manager has a good overview of their strengths and weaknesses. She uses this information to develop practical action plans that are used to implement changes that improve the outcomes for children. For example, recent improvements include a new canopy in the outdoor area, meaning that children are able to use this area in all weathers and so have a wider range of play opportunities. However, there is scope to extend the self-evaluation further in order to enhance the continued and systematic progress of the setting in the future. For example, by more consistently capturing the views of parents and children, in order to involve them to the optimum in identifying all strengths and areas for improvement.

Children's welfare is promoted well because arrangements for safeguarding children are practical and well considered. Practitioners have attended relevant training and demonstrate a good understanding of the process to follow should they have any concerns about a child in their care. There are robust procedures to ensure that all practitioners are suitable to work with children. The inspection took place following the setting's notification to Ofsted of an incident where a child who was collected from school to be taken to the after school club did not arrive there and was found near the school. The inspection found that the provider has carried out a full investigation of the incident and has put appropriate procedures into place to prevent a repeat of this and to ensure that they are meeting the requirements of the Early Years Foundation Stage. For example, they ensure that all staff are fully trained in the collection procedure, children wear high visibility jackets when moving between the setting and school, staff are more vigilant and are all employed by the setting and there is now a safer route. In addition, the provider continuously reviews the collection procedure and associated risk assessment with the staff team, ensuring that risks are minimised or removed.

Accurate records are kept of each child's progress in every area of learning. This information is collated so that the manager is able to monitor the progress of all children. She can therefore ensure that they are offered a broad and balanced range of experiences that support their good progress towards the early learning goals. Practitioners are

experienced in liaising with other professionals in order to support children and their families. There are good procedures to support partnership working with other providers caring for the children. For example, information from children's assessments is exchanged so that all are aware of children's current needs and interests. Good partnerships with parents mean that children's care is consistent and their development promoted. Parents are kept well informed of their child's progress, for example, through daily discussions and frequent consultation events.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY431075
Local authority	Luton
Inspection number	902098
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	84
Name of provider	Pre-School Learning Alliance
Date of previous inspection	03/02/2012
Telephone number	01525 715248

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

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.ofsted.gov.uk

© Crown copyright 2012

