

Stars Pre School Parnwell

Parnwell Community Centre, Parnwell Centre, Saltersgate, Parnwell, Peterborough, PE1 4YH

Inspection date

Previous inspection date

25/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are provided with a well-planned learning environment both inside and outdoors that stimulates and engages them to make progress in their learning.
- Planning ensures that activities are tailored around individual children's needs and interests and staff make the most of opportunities to extend their learning through play, discussion and group activities.
- Key person relationships have developed well with children and their families. Children feel secure in the setting and parents are encouraged to contribute to their learning. Children's progress is shared with parents on a regular basis.
- The manager and staff demonstrate a strong commitment to improve the pre-school through setting ambitious targets and action plans.

It is not yet outstanding because

- Some staff's practice with managing behaviour, means that on occasions some children's understanding of the effect their behaviour has on others, is not yet imbedded.
- Opportunities for children to see a variety of print in their environment and increase their understanding that print carries meaning have not been fully explored.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children's activities in the main playroom and outdoor area.
The inspector held a meeting with the manager of the setting and spoke at appropriate times to staff throughout the sessions. A joint observation of staff's practice was carried out.
- 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 also took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full Report

Information about the setting

Stars Pre School Parnwell was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Parnwell community centre, in the Parnwell area of Peterborough, Cambridgeshire. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one has qualified teacher status. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and from 12pm until 3pm. Children attend for a variety of sessions. There are currently 52 children attending, who are within the early years age group. The pre-school provides funded early education for two-, 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:

- embed some children's understanding of the boundaries set and behavioural expectations in the setting, by further encouraging sensitivity to others needs and feelings
- develop children's interest in print in the environment, for example, by increasing the use of names and labels in the setting.

Inspection judgements

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

Staff at the pre-school have a good understanding of the seven areas of learning and plan a balanced curriculum based on children's interests in the setting and at home. For example, they encourage sorting and matching skills through a child's interest in dinosaurs. Key person groups allow staff to form close bonds with their key children and ensure that their individual learning needs are well targeted. Restrictions in being a pack-away setting means that staff work extra hard to provide children with a stimulating environment, where they are motivated to become independent and inquisitive learners. For example, they move freely between the inside and outdoor areas, independently

choosing where they would like to play. Staff have a clear understanding of how children learn through play and support them well in their chosen activities. For example, they encourage children to make their own decisions when deciding which materials to use to make a bicycle and how they might fix it together. Staff observe children in their play and gather regular information from parents to find out what they enjoy at home. Parents are invited into the setting to discuss their children's progress on a regular basis and information is shared about how they can contribute to their child's learning. Revised systems for assessing and tracking children's development have recently been introduced and are developing well. These are regularly monitored for effectiveness and to ensure that children are making good progress towards the early learning goals and are gaining sufficient skills for the next stage of their development, such as starting school.

Staff consistently talk to children during activities to support their communication and language development. They skilfully question children to make them think. For example, staff ask, 'How are we going to make a seat for your bike?' when constructing with different materials. Books are readily available and children engage well as they listen to familiar stories in small group situations. However, children have less opportunity to fully develop an interest in print in their environment and understand that words carry meaning, as the displaying of names and labels in the setting, both inside and outdoors, has not been fully implemented. Routine practices, such as self-registration encourage children to recognise their name and feel welcomed. Staff understand how to extend children's learning as they take advantage of different play opportunities to develop their use of mathematical language. For example, they are introduced to half and quarters as they chop cucumbers and pitta bread in the home corner. Children also learn to problem solve as they are encouraged to work out how many plates they need for the children at the table and how many more they need when another child joins them.

Children, who speak English as an additional language are well supported within the setting, as they see and hear their home language in their play, for example, through dual language books and conversations with bi-lingual volunteers in the setting. Families are also supported as some information is translated in home languages as a more effective means of communication.

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

A key person system is effective in meeting children's needs as strong attachments have formed between staff, children and their families. There is a clear appreciation for the diverse backgrounds of the children, who attend the setting and close partnerships with parents have formed to support their well-being. A good exchange of information at collection time ensures that changing needs are constantly met. In general, children behave well in the setting. They demonstrate confidence and play well with their peers in activities, such as role play or at the play dough table. However, on occasions, some children demonstrate unwanted behaviour, for example, when having to share particular resources. Although, staff follow the setting's policy for behaviour management, on occasions, children are not fully encouraged by all staff to understand other children's feelings as a consequence of their actions. Children are eager to help in the setting and enthusiastically tidy away resources when the tidy up music is played, which helps them to

gain a sense of responsibility. They gain a range of independent skills through routine activities. For example, they fetch, put on and attempt to fasten their own coats for playing outside. At snack time, children collect their own plate and cup before they sit down and confidently use knives to spread the butter on their crackers and pour their own drinks.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through indoor and outside physical play opportunities. For example, children make good attempts to walk on stilts and rock themselves back and forth on a wooden see-saw. Children spend quality time in the fresh air, as outdoor play is accessible throughout the majority of the day and in all weathers due to a covered area. When hand washing, staff discuss the importance of using soap to wash away the germs before eating and encourage children to access tissues to blow their own noses when needed. Staff encourage children to think about their own safety and that of others. For example, they are reminded how to use knives sensibly when chopping food in the home corner.

The pre-school is situated close to several local schools and as a result, effective relationships have been built. This ensures a smooth transition, as children become familiar with school life by meeting their teachers prior to starting, both within the setting and the school environment.

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

The dedicated manager of the setting leads and manages her team well to provide a quality childcare provision for all. Staff have developed a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. Staff are listened to, involved in decision-making and supported well in their professional development. There are good opportunities for them to attend training, which benefits practice with the youngest children. Improvement plans are constantly reviewed and revised as the setting's targets are implemented and new ones take priority. Current areas for improvement include improving resources to reflect diversity and extending opportunities for children to make marks in the environment, which will enhance their experiences in the setting. Management monitor staff performance formally through supervision meetings and informally through observation of practice. Parents are encouraged to share their views face to face when they attend the setting for events, such as coffee mornings to discuss their child's progress. Parents speak highly of the staff and the setting. They comment positively that their children, 'really enjoy coming to the pre-school and that they find the staff very approachable'. Parents also talk favourably about the key person system approach and how beneficial it is to them. Events, such as a summer trip to a local zoo for all families and their children, helps to further strengthen relationships with parents and the community as a whole.

Staff attend regular child protection training, so that they are confident with the most current safeguarding procedures and how to report concerns. Positive relationships with

parents means that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure that they are fully safeguarded. Clear recruitment and vetting of staff, helps to ensure that children are cared for by a suitable staff team. A range of thorough policies and procedures are in place, which support the smooth running of the setting and are followed in practice. For example, staff record children's existing injuries on arrival at the setting. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks. Staff are experienced in working with other professionals to support children's progress when attending the setting. Positive relationships have recently been formed with local health visitors, who plan to work together with key persons to complete two year progress checks to gain a more rounded view of children's development at this time. Practices such as this, provides a strong contribution to meeting children's individual needs.

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 action. 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	EY455314
Local authority	Peterborough
Inspection number	886009
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	26
Number of children on roll	52
Name of provider	Stars Day Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01733 310803

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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, which are usually the childminder's 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.

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