

# Stars Pre School Dogsthorpe

Little Steps Day Nursery, 100b Central Avenue, PETERBOROUGH, PE1 4LJ

## Inspection date

19/03/2013

Previous inspection date

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 motivated and keen to learn in this inclusive and welcoming setting. Carefully planned play areas both inside and outside provide children with good opportunities to promote their independence and engage in exploratory play.
- Key person relationships are strong and children have developed close bonds with staff. They know their children well and plan effectively for each individual child based on their interests and developmental needs.
- Partnerships with parents and other professionals are very effective at ensuring children make good progress in their learning and development given their starting points.
- Management have high aspirations for the setting. Accurate self-evaluation identifies clear areas for improvement and effective monitoring of staff both through regular supervisions and room observations ensures staff's strengths are recognised and individual targets identified.

### It is not yet outstanding because

- Children have fewer opportunities to hear and use mathematical language in their play and to develop an interest in number problems.

## 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 two main playrooms, sensory room and garden.
- The inspector held a meeting with the manager of the setting and spoke at appropriate times to staff throughout the sessions.
- 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 Dogsthorpe was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Dogsthorpe 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 seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. One member of staff has Qualified Teacher Status. The pre-school opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 49 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 and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- increase children's opportunities to use and hear mathematical language in their play and solve number problems in everyday activities.

### Inspection judgements

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

Staff have clear expectations of all children and endeavour to give them the best possible start in life. They show a good understanding of varied teaching methods that engage children's interest and adapt the sessions well to incorporate children's spontaneous learning. For example, staff react promptly to children's requests by providing materials to make a den inside. Planning is effective in providing a broad range of interesting daily activities based on children's interests and individual learning. Home visits enable parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress through meetings each term. Staff observe children in their play and gather regular information from parents to find out what they enjoy at home, including photographs of families and significant events. Systems to observe, record and track children's progress are in place and these are carefully monitored by management at all times to ensure children are making clear progress in their learning. As a result, children are well prepared for their next stage of learning, such

as their move into school.

Children's communication and language development is promoted very well throughout the setting. Staff speak directly to children and skilfully question them to encourage their thinking. For example, staff ask 'what else might we need to make our wings?' when pretending to be birds. They value children's responses and praise them when they answer the question with 'scissors to cut the paper'. Children play in an environment rich in print both inside and outside and have many opportunities to develop their early writing skills. For example, on permanent chalk boards outside and in role play situations. Books are readily available and children choose books to look at independently with staff. Counting is encouraged in games and activities that children enjoy, such as hide and seek and what's the time Mr Wolf? However, on some occasions staff miss opportunities to further develop children's use of mathematical language and number problems. For example, children are not encouraged to think about how many cups or plates they need for the children at the table during snack or introduced to the concept of half when their hot cross bun is cut in to two.

Children gain a good understanding of people, places and features of their local environment as they spend time in the community, visiting shops and the library and they welcome visitors, such as local church wardens and police community support officers to the setting. Role play resources enable children to play with a stimulating selection of everyday items that reflect real life experiences, such as cooking utensils and real food. For example, children chop onions and Brussels sprouts and mix cereals and pulses with water to make their 'breakfast'.

Children with special educational needs attend the setting and are well cared for by caring and experienced staff. Staff work closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets. Children who speak English as an additional language are also well supported within the setting, as children see and hear their home language in their play. For example, through labelling and conversations with bilingual members of staff. These staff's skills are also used effectively to communicate with families at all times but especially during the settling-in process and at parents' meetings.

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

Children play in bright and stimulating surroundings which are organised well to promote learning. They move freely from activity to activity and independently help themselves to resources which are easily accessible. An effective key person system means that staff get to know children and their families well. They develop a strong appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a good standard. Daily written and verbal information is exchanged with parents so that changing needs are constantly met. Children of all ages demonstrate good levels of confidence and self-esteem. They approach staff with ease, learn to cooperate well with their peers and solve their own problems. For example,

children share resources, such as craft materials and play dough tools with their friends without being prompted. Children tidy away toys with enthusiasm and are helpful within the setting, as they independently access brushes to sweep up pulses from the floor. Children's work and photographs of them in activities are attractively displayed throughout the setting, which helps them gain a good sense of belonging.

Children are given plenty of opportunity to develop their independence and recognise their own needs before starting school. For example, they pour their own drinks and peel their fruit at snack time. Children make healthy food and drink choices and recognise the importance of physical exercise as part of a healthy lifestyle. They spend quality time in the fresh air as they freely access the garden and are physically active as they access resources, such as a tyre swing and climbing wall. Staff encourage children to think about their own safety and show their pleasure when children remember how to carry scissors safely when walking across the room. Through discussion, children show they understand that scissors can cut them if they do not use them carefully.

Good relationships are in place with several local schools to aid a smooth transition. Reception teachers visit the setting twice during the summer term. They spend time with the children reading stories and liaise closely with key persons about children due to attend their school in the autumn.

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

The owners, managers and dedicated staff team work closely together to provide children with a quality pre-school provision, that enables them to make good progress towards the early learning goals. The manager is clearly focused and has implemented a number of strategies that enable her to monitor and develop practice, such as 'practitioner evaluation' once a fortnight. Improvement plans are completed on a monthly basis and areas for improvement that will benefit the children the most are prioritised. For example, increasing the number of areas where children can make marks both inside and outside. The views of parents are regularly sought and analysed to ensure the setting is always evolving and improving. Staff are encouraged to develop professionally and attend regular training that will benefit their practice, such as risk and challenge in the outdoors.

Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Thorough induction procedures ensure staff are clear about their roles and responsibilities and they demonstrate a good understanding of the learning and development requirements. Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Children with individual health care plans are well supported by staff to ensure their medical needs are consistently met. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and

daily checks.

Parents are warmly approached by their children's key person at collection time who personally informs them about their children's day. Staff demonstrate a good understanding of the benefits of working closely together to meet children's needs and value their contribution to their children's pre-school life. For example, by attending fund-raising events. Parents are complimentary about the setting and comment that 'happy children make happy parents'. Children currently do not attend other settings but clear procedures are in place to share information should the need arise.

### **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

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | EY455313                    |
| <b>Local authority</b>             | Peterborough                |
| <b>Inspection number</b>           | 886008                      |
| <b>Type of provision</b>           | Sessional provision         |
| <b>Registration category</b>       | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 17                      |
| <b>Total number of places</b>      | 40                          |
| <b>Number of children on roll</b>  | 49                          |
| <b>Name of provider</b>            | Stars Day Nurseries Limited |
| <b>Date of previous inspection</b> | not applicable              |
| <b>Telephone number</b>            | 01733 554416                |

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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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