

# Sundon Stars Pre-School

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

<b>Inspection date</b>	01/05/2014
Previous inspection date	14/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The key-person approach is effectively used to support and identify children's learning. Children are able to express themselves imaginatively because staff provide opportunities that are inviting to them.
- Partnerships with parents and other professionals are strong. There is constant communication about how to meet children's individual needs together.
- Children thrive on the attention and praise given by adults, increasing their self-esteem and ensuring they are emotionally secure.
- Robust induction and performance management for staff, which includes safeguarding reviews each term, mean that staff are knowledgeable and can support children.

### It is not yet outstanding because

- There is scope for some practitioners to give children more opportunities to predict outcomes before they investigate and experiment, to maximise their learning and development.
- Some activities are not organised optimally so that children can participate fully before losing interest.

## 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 activities in the pre-school playroom and the garden, and talked with the staff.
- The inspector toured the premises.  
The inspector looked at children's assessment records, planning documentation,
- evidence of staff suitability and a range of other documentation, including the safeguarding procedures.
- A joint observation was completed by the inspector and the manager.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector reviewed the provider's self-evaluation form.

## Inspector

Elke Rockey

## 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 purpose-built premises on the site of Cheynes Infant School, Luton, Bedfordshire, and is managed by the Pre-school Learning Alliance. The pre-school 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 pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during school term times. 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 62 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance opportunities for children to predict outcomes of their investigations and experiments during adult-led activities to optimise their learning
- maximise opportunities for learning, by arranging activities so that children are able to sustain concentration in their chosen activity and not lose interest.

## Inspection judgements

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

Staff create a welcoming environment for children coming into the pre-school. They gather a good range of information about each child's background from the parents during the settling-in process. This includes details on their starting points in learning and any other needs to be considered. Staff make accurate and regular observations and assessments of children. These cover all areas of learning and are used to inform their planning for children's next steps. There is balance of adult-led play that is planned and spontaneous. For example, children run around in the garden pretending to be cars and motorbikes. Staff shout instructions of stop, go and slow, encouraging listening skills. This opportunity allows children to develop their whole body coordination. Children are encouraged by staff to describe textures as they mix various materials together. Staff ask children 'How does the mixture feel?' However, children are not always given sufficient time to answer the open-ended questions posed by staff. Therefore, their language and thinking skills are not

developed to the very optimum. A progress check at age two is completed and shared with parents. Learning summaries are also completed regularly about all children. This is monitored well by the managers. As a result, progression for all children, given their starting points, is good. Children with special educational needs and/or disabilities receive well-planned support to ensure that they make good progress. Pre-school staff have specific training and access outside professionals who offer specialist guidance to support children's learning further.

Teaching is good and used well to build on children's interests. For example, children find spiders outside and collect them in magnifying jars to inspect further. Staff extend children's vocabulary by discussing the features of the spider. Children have the time and space to lead their own play to conclusions. They use play dough as a spider web, stretching it between the table and nearby cupboards. This imaginative play supports their peer friendships as the play develops into a superhero storyline between the children. The stereo is used to play music of children's choice which they then dance and sing to, expressing themselves creatively. Children are eager to participate in a variety of opportunities during the pre-school sessions. For example, children wait to use the laptop computers or put aprons on to explore the gloop. They wait patiently and watch their friends operate the games and talk to the staff. However, some children leave the activity because there is no indication of how long they have to wait before their turn. Consequently, some children lose interest and do not get to fully participate at their chosen level.

Staff integrate mathematical concepts throughout children's play well. For example, while building with large blocks, staff ask children how many more bricks they need until the tower is taller than herself. They compare the height of the tower with the height of the children and the staff member. This reinforces children's understanding of height and estimation in a way that has meaning. Early literacy skills are being embedded frequently. For example, children find their name card on arrival, at snack time and on their personal trays to store their artwork. Children listen and concentrate during small group times. Number lines are made by counting and recognising numerals and predicting which number comes next. Another group draw pictures that have meaning to them, then go on to tell the staff about seeing hermit crabs on the beach. This recall encourages children to participate in purposeful dialogue about their world. Staff read stories and sing with enthusiasm at large group times. Children join in with the familiar phrases of the story and the actions of the songs. Their attention is sustained effectively as staff include all children in this enjoyable, sociable time. This teaching prepares children well for their next stages of learning.

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

Staff show comprehensive knowledge of children, their routines and interests because the pre-school uses a key-person system. Key persons, therefore, provide effective support for children's emotional well-being, which consequently facilitates their learning. Children demonstrate strong attachments as they seek their key person out to play, thriving on the praise and attention given. Parents are included continuously during their child's time at the pre-school. During the home visit, information is gathered about children's interests

and home life. Regular verbal exchanges mean that children's individual needs are well met on a daily basis. When children arrive upset, they are sensitively supported until they are ready to play. This fosters children's emotional security.

The stimulating indoor environment is welcoming for children, with resources easily accessible. This promotes their independence and means they sustain their play activities for a period of time. The inviting room and free access to the garden mean children are able to move about to meet their own needs. This prepares them well for the next stages of their learning, such as starting school. Older children make successful moves to other childcare provisions because staff establish links with future teachers. Children enjoy a sense of responsibility as they are chosen to be snack helpers. They readily gather plates and ask other children if they would like snack. Children learn about the nursery rules through the practitioners' gentle reminders. They understand the importance of using their walking feet indoors to prevent tripping and falling accidents. Consistent praise builds children's positive self-image and reinforces acceptable behaviour. This is further instilled as children teach each other these boundaries. For example, a child tells another 'You shouldn't kick blocks' during their play.

Children are learning about healthy lifestyles. Healthy, nutritious snacks are offered. Staff teach children about healthy ways as they discuss healthy food and the need to wash germs off your hands. Children's good health and their understanding of the importance of a healthy lifestyle are further promoted as children have free-flow access to outdoor areas for play and exploration on a daily basis. This means they benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions. Children are encouraged to participate in physical activity as they follow staff instructions to stop and go while pretending to ride on motorbikes. Children run fast and slow in a group without bumping into each other. As a result, they are able to practise calculating risk for themselves.

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

All staff, including students, employed at the pre-school are vetted extremely thoroughly and complete a highly robust induction procedure. Performance is effectively monitored by the manager and area managers. All staff are supported through regular supervisions, which helps them to fulfil their roles and responsibilities. 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. Arrangements for safeguarding are strong. Training is attended by all staff and the subject of safeguarding is raised regularly for discussion. Staff have a good awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. There are a comprehensive range of policies and procedures in place to underpin a good standard of care and learning for all children in the pre-school.

The inspection took place following the pre-school's notification to Ofsted of an incident where a child was able to reach the outer door at pick-up time. The inspection found that the provider has taken swift and effective action to prevent a reoccurrence. The provider

has carried out a full investigation of the incident and has put appropriate procedures into place to ensure children's safety and in order to meet the requirements of the Early Years Foundation Stage. For example, all staff are trained in the procedure and the manager greets parents at the beginning and end of every session. In addition, the provider continuously reviews the collection procedure and associated risk assessment with the staff team, ensuring that risks are minimised or removed so that children are kept safe. The leadership team are very motivated in their continuous professional development and are continually seeking ways to improve. The ideas box allows parents to compliment the pre-school and make suggestions. For example, more outings were suggested so the pre-school have started going on more local trips to broaden children's knowledge of their community. Good tracking and monitoring of overall provision by the manager ensures that any areas for development are quickly identified and an appropriate action plan is implemented. The effective staff performance management system ensures that staff are well supported and have a wealth of opportunities to access training.

Strong partnerships with a wide range of professionals have enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at an early stage to identify any child falling behind their peers or below their expected achievements. This results in children's needs being met effectively and relevant support services becoming involved. Parents speak highly of the pre-school staff and are given information frequently about their child's learning. This means children benefit from continuity of care and learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY431075
<b>Local authority</b>	Luton
<b>Inspection number</b>	966315
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	14/02/2013
<b>Telephone number</b>	01525 715248

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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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