

Shooting Stars Preschool and The LaunchPad

Iver Village Hall, Iver High Street, Iver, Bucks, SL0 9NW

Inspection date	13/10/2014
Previous inspection date	25/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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 happy and safe at the setting, and so are confident to explore and learn in their surroundings.
- The Leaders and managers have developed a culture of reflective practice and continuous professional development. As a result, staff practice is good and children are learning and developing well.
- There are strong links with the local primary school and children's centre. These links make a strong contribution to meeting children's learning needs and preparing them for school.
- Staff build good relationships with parents. Parents feel well informed about their child's learning and development, and able to share any concerns with key persons.

It is not yet outstanding because

- There are fewer resources to promote children's mathematical learning in the outside area.

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 and the staff interactions with them, in the inside and outside areas.
- The inspector spoke to children, parents and staff.
- The inspector held joint observations with the manager.
- The inspector reviewed a range of documents, including children's learning records, safeguarding policies and staff vetting checks.
- The inspector held meetings with the manager and a member of the management committee.

Inspector

Naomi Hillman

Full report

Information about the setting

Shooting Stars Preschool and The LaunchPad registered in 2009. It is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. It is part of Iver Community Childcare and was set up by a group of parents who now form the management committee. The nursery operates from the village hall in Iver, Buckinghamshire. There is also an infant school and a children's centre on the site, and the provision has good working relationships with both of these organisations. The provider uses two large rooms in the building to provide a breakfast club, nursery and after-school care. They also have access to kitchen and toilet facilities within the building. The nursery has a secure outside area, a short walk from the village hall, which children use daily. There are currently 31 children on roll, 27 of whom are in the early years age range. The provision is open each weekday, from 7am until 6pm, for 38 weeks of the year. Children come from the local and wider community, and attend for a variety of sessions. The provider receives funding for the provision of free early years education for children aged two, three and four years. The staff care for children with special educational needs and/or disabilities, and those who are learning English as an additional language. The provider employs ten members of staff, nine of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- Develop further use of resources to encourage children's mathematical skills in the outside area.

Inspection judgements

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

Staff provide a good mixture of adult-planned and child-led activities. These cover the seven areas of learning and development, and provide a wide range of interesting and challenging experiences that meet the needs of all children. Staff spend their time down at the children's level, talking to and playing alongside them. They have a good understanding of how to promote the learning and development of young children. For example, they asked interesting questions, such as, 'How will you move the cars in the middle of the traffic jam?' as children make a line of cars. They also shared their own experiences of being stuck in a traffic jam. By doing this staff help children to develop their thinking and language skills. Staff also describe what children are doing as they play, extending their understanding and introducing new words. The quality of teaching is consistently good. Therefore, children are making good progress towards the early learning goals.

Throughout the daily routines and activities staff give children time to think, act or speak, not stepping in too quickly or taking over. In this way staff help children to develop their problem solving skills and allow them to become competent at practical skills, such as putting on their own shoes. As a result of this good practice, children are interested and keen learners.

Key persons, meet with new parents and children to ensure they have a clear picture of children's skills prior to starting at the nursery. They carry out regular assessments of children's progress and use these to assess their current stages of learning and development. They use the information gained to plan suitably challenging activities to promote children's next steps in learning. Key persons and managers have a clear picture of how all children are developing. This is because of their ongoing tracking of children's development and use of assessment, including the progress checks for two-year-olds. They use this information to revise planning and modify the learning environment. Consequently, children are generally working comfortably within the typical range of development expected for their ages.

Staff put in place individualised learning for all children, including those who have special educational needs and/or disabilities, and those learning English as an additional language. This means that, almost without exception, children are developing the important skills they will need for when they go to school or for the next stages of their learning.

Key persons develop effective relationships with parents. They encourage parents to contribute to children's starting points on entry and keep them well informed of their child's progress. Daily conversations and formal meetings mean that parents are encouraged to share information about their child's learning at home. Key persons work in partnership with parents and outside agencies to ensure they fully understand individual children's learning needs. They put in place effective, targeted strategies and interventions that can be used, both at home and in the nursery, to make sure that children's learning needs are met.

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

Children are happy and confident as they come into the nursery, and staff greet them warmly. Children move freely around the nursery, choosing a toy or activity that interests them and settling down to play. There is a well-established key-person system. Each child has both a key person and a buddy key person, so that they always have a familiar adult to go to. Key persons help children to develop secure attachments with them. As a result, children are confident to explore the learning environment.

There are good relationships at all levels. Parents report that key persons always make time to listen to any concerns and tell them about their child's day. Staff are polite and friendly when talking to each other, and to children. They are good role models, helping children to think about how their friends are feeling and, as a result, children are learning

to respect each other's differences. Staff are deployed well, moving between rooms to ensure children's needs are always met. Staff are consistent and provide clear guidance for children about what is acceptable behaviour. Key persons work in partnership with parents to promote children's good behaviour at home and in nursery. Consequently children play cooperatively and behave well.

Staff demonstrate their understanding of how to keep children safe. They have a good understanding of the safeguarding policies and how to implement them to promote the wellbeing of children. Staff help children to explore the environment and to think about how to manage risk. This means children are active learners and are beginning to develop an understanding of how to keep themselves safe. Staff give clear messages to children about the importance of a healthy diet. They provide a variety of opportunities to ensure children are active outside. Staff encourage children to manage their own personal needs, as appropriate for their ages, which helps children to develop self-care skills in readiness for school.

Overall, staff provide a challenging, well-resourced environment that provides a good range of experiences and activities across the seven areas of learning. Children move confidently around the nursery, and are able to help themselves to the interesting toys and equipment. The outside area is adjacent to the nursery but not attached meaning that it presents some challenges in terms of storing and putting out resources. On the whole, the staff address these challenges well and provide children with good learning opportunities in all areas of learning. However, resources which support maths are not as well developed in this area, so do not provide highly stimulating experiences that challenge all children.

Staff have put in place a flexible settling-in process that respects the individual needs of new children as they join the nursery, and helps them to feel secure and confident. The children take part in local infant school activities, such as Harvest Festival assemblies and sports days, throughout their time at nursery. This means children have a good knowledge of the school before they join. In addition, staff provide school equipment in the role play area to help older children think about moving onto school. As a result, children are very well prepared for their move to school.

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

The leaders and manager have a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They have put in place effective systems for accountability, which staff understand and follow. The manager has a good understanding of how children learn. She spends the majority of her time working in the nursery with children, observing staff practice and monitoring the delivery of the educational programmes. This ensures she knows children have access to a broad range of learning experiences and are making progress towards the early learning goals.

The provider and manager work together to make sure that there are robust systems in place to keep children safe and promote their welfare. A thorough recruitment process means that all staff are suitably vetted, and have the appropriate qualifications and skills needed to work with children. Inductions and ongoing training help to ensure that staff have a good awareness of the nursery's policies and procedures. All staff have a secure understanding of their roles and responsibilities in safeguarding children, and know the correct procedures to follow should they have concerns about a child. Managers make sure that daily registers, safety checks and risk assessments are correctly maintained. Therefore, they create an environment that is both safe and welcoming.

Leaders and manager have a strong drive for improvement. They regularly seek the views of parents, staff and children, to help them identify strengths and weaknesses in practice. They have worked with their early years adviser to develop their action plans. They have put in place successful improvements that promote children's achievements over time. Careful monitoring means that the improvements made are sustained and that new areas for development are identified.

There is a well-established programme of professional development. Staff feel that there is an open culture of reflective practice, where thinking about and evaluating how adults help children to learn is a collaborative process. The manager helps all staff to improve their knowledge, understanding and practice, through effectively identifying training needs for individuals and the staff team as a whole. The manager monitors the assessment of children's learning and development, and has an accurate understanding of all children's abilities and progress. As a result, she is able to put in place additional support for individual or groups of children. She is also able to ensure that all children are making good progress towards the early learning goals.

The leaders and managers have developed good relationships with parents. Parents feel confident that managers act on their views about the nursery. There are strong links with the adjacent primary school and children centre. This means that managers are able to help parents and children access a range of different services that meet their needs. Therefore, they help to provide suitable interventions that enable children to progress well in their learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY394925
Local authority	Buckinghamshire
Inspection number	845767
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	31
Name of provider	Iver Community Childcare C.I.C.
Date of previous inspection	25/03/2010
Telephone number	01753 651754

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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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