

# Stars Day Nurseries Ltd t/a Stars Pre-School Parnwell



The Community Centre, Salters Gate, Parnwell, Peterborough, PE1 4YH

<b>Inspection date</b>	15 March 2017
Previous inspection date	25 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children have excellent opportunities to develop and progress in all areas of their learning. Staff quickly identify areas in which children may be at risk of falling behind. They provide outstanding support to help them progress. Additional funding is expertly used to close the gaps in children's development and extend their learning.
- Children have highly developed social skills. They listen carefully to adults and their peers and are beginning to develop independence in resolving disagreements. Children are respectful of others. Their behaviour is exceptional.
- Staff know children exceedingly well. A robust key-person system fully supports children's emotional well-being and helps them to develop secure and trusting relationships. Children are exceptionally happy, settled and confident.
- Partnership working is excellent. Staff work closely with parents and other professionals to ensure consistent, coordinated approaches are helping children to achieve their personal targets. Parents contribute to the assessments of their children's achievements and staff keep them extremely well informed about children's progress.
- The cultural diversity of the children is also reflected in the staff team. Staff are wonderful role models to children as they openly show respect and appreciation for each other. Children are very well supported to form close bonds that enable them to feel safe and secure. Staff use all opportunities to praise children's efforts, raising their self-confidence.

## What the setting needs to do to improve further

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

- continue to enhance the arrangements for comparing the progress children make, in order to make sure that all groups of children continue to receive the highly tailored support needed to maintain their excellent progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Beverley Devlin

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Children's welfare and safety underpin everything the staff do. Staff are extremely secure in their knowledge of what action to take should they have a concern about a child's welfare. The management team recognises the importance of continuing to build on the arrangements for comparing the progress made of groups of children, in order to maintain the excellent progress they already make. Managers have embedded a highly effective system of observation and supervision for all staff. Together, they identify training that enhances their skills and knowledge even further. Excellent practice is shared between the staff and they frequently evaluate the overall quality of teaching.

### **Quality of teaching, learning and assessment is outstanding**

Staff have very high expectations of what children can achieve. Detailed and precise observations of children, along with assessments of progress, enable staff to monitor, clearly identify and plan for their next steps in learning. Staff are extremely skilled in promoting children's communication and language development. They expertly use props, repetition, comments and questions to skilfully foster children's listening, understanding, expressive language and new vocabulary. Children are highly confident communicators. They are active learners and show high levels of involvement. Staff ensure a wealth of real and natural resources are easily accessible for them to freely explore and investigate. They provide children with many opportunities for imaginative play. Children show care and concern as they handle their dolls. For example, they ensure the car seat is fastened before they take them on a journey in their pretend car.

### **Personal development, behaviour and welfare are outstanding**

Children are extremely confident and happily talk about what they are doing. They rapidly learn independence skills and delight in putting on their coats and boots and finding their own name to register themselves on arrival. When music indicates it is tidy-up time, children put away the toys without being prompted by staff. Staff use the outdoors very effectively to support children in all areas of learning. Children thoroughly enjoy time spent outdoors in all weathers. They develop healthy lifestyles and strong physical skills. Children enjoy managing their own risks, for example, on climbing and balancing equipment. Staff's support and care for the high number of children who speak English as an additional language are superb. They quickly learn key words in children's home languages to support communication, helping them to settle. Children treat each other with respect and during circle time, they patiently wait their turn and listen carefully to their friend's views.

### **Outcomes for children are outstanding**

All children make excellent progress relative to their starting points. They thrive in this stimulating and wholly inclusive environment. Literacy and mathematical opportunities are incorporated into a wide range of activities, such as in messy activities and outdoor play. Children are competently developing valuable skills that they need for their next stage of learning and at school.

## Setting details

<b>Unique reference number</b>	EY455314
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1066447
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Stars Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905087
<b>Date of previous inspection</b>	25 March 2013
<b>Telephone number</b>	01733-348598

Stars Day Nurseries Ltd t/a Stars Pre-School Parnwell was registered in 2012. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am until 11.30pm and from midday until 3pm. 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.

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