

Sundon Stars Pre-School

Cheynes Infant School, Cranbrook Drive, LUTON LU3 3EW



Inspection date	13 September 2018
Previous inspection date	26 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- Since the previous inspection staff have made considerable progress in raising the quality for children. The senior manager has worked systematically through an action plan and addressed each weakness successfully.
- The new manager is ambitious and effectively supervises staff. The staff team shares a strong drive to improve and sustain high-quality care and education for children.
- Real-life experiences help children to learn about the world. Children enjoy looking at photographs of chickens hatching out of eggs, as they recall their fascination of watching the eggs crack and the chicks appear.
- Staff are caring and supportive for children. When children are new to the setting staff take time to sit with them and cuddle them if they are upset. Their gentle and kind interactions help children to feel confident and ready to explore activities.
- Although the majority of children are new to the setting, they have settled quickly and are already making good progress.

It is not yet outstanding because:

- Although staff complete required training, there are no focused plans in place to enhance their professional development even further.
- The information that staff gather from parents when children first start is not always fully effective in enabling them to quickly identify what children's individual needs are.

What the setting needs to do to improve further

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

- develop more specific plans to enhance staff's professional development
- gather more meaningful information about children and their needs when they first start to more quickly support them.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of leadership and management is good

Since the previous inspection children have had very few accidents at the setting. Changes to the physical environment, layout of equipment and successful behaviour management contribute towards creating a calm, safe and relaxed environment. Staff display a secure awareness about safeguarding issues. They explain how training about local child protection issues has increased their awareness. Staff know their local community and are alert to possible risks to children's welfare. All staff understand about the work of the Local Safeguarding Children Board. Arrangements for safeguarding are effective. Staff invite parents into the setting and this is successful in engaging them in children's learning. Children enjoy these sessions, such as 'daddies' football groups and tea parties.

Quality of teaching, learning and assessment is good

Staff promote children's mathematical development well. They use guessing and estimating to see how many bricks they will need to build a tower of bricks as tall as themselves. Children enjoy playing outdoors where they test their physical skills, such as balancing and moving in different ways. Children enjoy playing on see-saws and in the water trough where they practise pouring and filling containers. Adult-led activities support children to develop their communication and language skills. Story and song times engage children's interest and sustain their attention well.

Personal development, behaviour and welfare are good

Staff support children to behave well. There are golden rules in place that help children to understand exactly what staff expect from them. Children are confident and assertive. They know who they are and what they want and are confident in expressing this. Children play well together and are developing friendships within the group. Senior staff have gained funding to enable children to have a free hot meal each day. Staff are using this opportunity to support children in learning about healthy foods and encouraging them to increase in confidence in trying new foods.

Outcomes for children are good

Children are confident to try out new activities and are quickly building relationships with the staff who care for them. They follow the daily routine, knowing that when the bell rings it is time to tidy up. Children are eager to help out. At song, rhyme and story times, children sing and take part. They offer their ideas and share their stories and experiences from home. Children choose to practise their drawing and writing skills. During group activities children listen well and sustain their good attention. They are beginning to gain the skills they need to be ready for moving on to school.

Setting details

Unique reference number	EY431075
Local authority	Luton
Inspection number	10077364
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 3
Total number of places	34
Number of children on roll	29
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	26 April 2018
Telephone number	01582 591225

Sundon Stars Pre-School registered in 2011 and is managed by the Pre-school Learning Alliance. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The deputy manager is qualified at degree level. The pre-school opens Monday to Friday during school term time. Sessions are from 9am to midday and 12.30pm to 3.30pm, with an optional lunch club. The pre-school provides funded early education for three- and four-year-old children.

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