

# Little Stars Pre-School

Inspection report for early years provision

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**Unique reference number** 509191  
**Inspection date** 19/05/2009  
**Inspector** Julie Biddle

**Setting address** Headstone Lawn Tennis Club,, Hillfield Close, Woodberry Avenue, Harrow, Middlesex, HA2 6AX  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Little Stars Pre-School opened in 1999. This group operates in the main hall of a single storey building, in the London Borough of Harrow. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 15:00 term time only. Children can attend for various sessions within the opening hours. Children have access to a secure enclosed outdoor play area.

There are currently 35 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language. The nursery employs six staff, including the manager and staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting is a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are settled, happy and content within the warm and welcoming environment. They are provided with a wide range of learning opportunities and experiences. Staff fully recognise the uniqueness of each child and demonstrate a commitment to inclusion, ensuring all children and their families feel welcome in the setting. There are effective systems in place for monitoring and evaluating practice and the manager has a clear vision for the future.

The partnership with parents is strong and ensures good relationships are developed, which impacts on the good progress that children make.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the book corner to extend children's interest in books
- continue to develop the outdoor area for all the children

## The leadership and management of the early years provision

The management of the setting provides effective leadership to staff. They offer clear direction and support for staff and are proactive in evaluating their practice. Staff are successfully deployed across the setting, meaning children are safe and secure. They continually supervise children's play, being particularly vigilant when they play outside. In addition, staff have a good understanding of the safeguarding

policy and know what action to proceed with if they were concerned about a child. Risk assessments are conducted and reviewed regularly and this ensures children's safety is maintained.

The staff group work well together to provide an inclusive and welcoming service and an exciting, stimulating environment for the children to learn and develop. Furthermore, team meetings and the appraisal system encourage staff to attend further training to build upon their existing skills. Staff use their knowledge of the Early Years Foundation Stage (EYFS) to plan exciting, challenging activities for the children. Their knowledge of each individual child allows them to incorporate children's interests and ideas into daily plans. Staff ensure all children are valued within the setting and are committed to providing a welcoming and inclusive provision which meets the welfare and learning needs of all children who attend.

The manager and staff have completed an accurate, comprehensive self-evaluation. They have clearly identified strengths, weaknesses and areas for improvement. In the nursery entrance is a parents' notice board where they are able to view information about the nursery, newsletters and photographs of staff. The setting welcomes suggestions from parents and carers and they use questionnaires to obtain any comments about how the service can be improved. Completed questionnaires are very positive expressing how happy parents are with the provision.

## **The quality and standards of the early years provision**

Children are happy and settled in their environment, as space within the hall is used well, there is plenty of room which means that children are able to move around and play either at a table or on the floor in comfort and safety. Children play with the toys and activities that staff set up each morning with some additional play materials stored in low level containers so that children can independently select from clearly labelled drawers; pictures of the contents further enhance their independence.

Children who speak English as an additional language are well supported by the staff. Staff speak many community languages and they encourage children to feel proud of their culture, for example the children learn and sing a song in Tamil. In addition parents are encouraged to share their traditions, such as cooking and traditional dress. Children have fun as they celebrate Christmas, Diwali and Japanese New Year.

Children benefit from positive relationships with staff, enabling them to feel confident to express their needs and ideas. For example, during 'circle time' they happily talk about a recent visit from the community policeman. Staff are calm, consistent and nurturing with the children. They ask questions that make children think for themselves and they learn through discussing their ideas. Staff are skilful in recognising children's desire to be independent and express themselves as they build a play house with blankets and cushions. However, staff know the children well and consequently know when to interact and support.

Children enjoy looking at books, however it is not always easy for them to take the books off the rack meaning the book corner is not used to its full potential. Children are developing their pre-writing skills as they draw pictures with lots of details added and attempt to write their names on their work. They sit for long periods cutting and sticking various materials and creating individual pieces of work, such as a diary, they have fun punching their own holes and threading with ribbons.

Children have a super time in the outdoor area, they enjoy playing with the range of resources, such as the parachute. They squeal with laughter as they run under the parachute and out the other side, the wind blowing made this even more fun. Although the outdoor area is used well by the staff they are working towards improving this area to provide a rich learning environment for all of the children.

Children are encouraged to make healthy choices at snack time, they choose from fruits such as oranges and apples and water is readily available throughout the day for children to self-serve, meaning they are always hydrated.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met