

Inspection of Little Stars Pre school

Thomas Russell Infant School, Station Road, Barton under Needwood, Staffordshire
DE13 8DS

Inspection date: 6 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are well-cared for from the moment they arrive at this friendly pre-school. Staff are kind and get to know children well. They use their good knowledge of the children in their care to provide a stimulating learning environment. Children make independent choices in their play and swiftly engage in activities alongside their friends. They benefit from plenty of opportunities for fresh air and exercise. Children enjoy the time they spend outdoors and develop good physical skills. They show good balance and coordination in using apparatus, such as the obstacle course. The experienced and committed staff ensure an inclusive environment for all children and their families.

Staff work hard to create a curriculum that has the children's interests and needs at the centre. They focus on any gaps in children's development to ensure these are promptly addressed. Staff support early writing skills. For instance, children use tools, such as brushes to draw, create patterns and form shapes with different materials. There are opportunities for children to investigate and problem-solve. For example, children pour water down water chutes. They realise that they need to place containers underneath to catch the water. Staff help children to feel valued in this warm and caring setting.

What does the early years setting do well and what does it need to do better?

- Staff have a clear curriculum which focuses on building children's social skills, communication and language, and independence. The curriculum is designed to continually build on the skills that children need to be successful learners. Staff collect information from parents about what their children can do when they first join, to fully understand children's starting points in learning. They provide learning activities that are based on current themes, children's on-going progress and their interests.
- Staff use their observations effectively to identify children's next steps in learning. Regular assessments of children's learning enable staff to quickly identify when children would benefit from further support. Staff use their knowledge to plan individual learning for all children. This helps children to make good progress in their development.
- There are good transition procedures in place to support the children when they move to school. Staff have good links with their local primary school. They work well with other professionals to provide appropriate support and continuity in learning for children with special educational needs and/or disabilities. Staff use additional funding successfully to support individual children's developmental needs. However, staff are not yet as successful in developing working partnerships with other settings that children attend.
- Staff support children's communication and language development effectively.

They speak clearly and model the correct pronunciation of words. Staff introduce new vocabulary, which builds on children's knowledge and curiosity. For example, children are engaged in conversation as they examine a spider they find in the garden. Children enjoy involving staff in their play. Staff talk to children as they play together and promote their developing vocabulary.

- Children form secure bonds with their key person and other staff. Staff are skilful at managing children's behaviour, using every opportunity to model respect for each other. Children begin to learn about the needs of others, share toys and start to play cooperatively. This fosters a caring culture among all children. Staff encourage children to follow good hygiene routines, such as regularly washing their hands and encouraging them to make healthy food choices.
- Partnerships with parents are good. Parents feel involved in their children's learning. Staff find out what children's interests are at home and take into consideration what parents want children to learn. This contributes to children's good levels of motivation and parents' continued support and engagement in continuing children's learning at home.
- Staff form a strong team and show a commitment to improving outcomes for children. They attend a range of training opportunities to further their professional development. Staff are passionate about ensuring that every child is supported to grow and develop. Staff feel well supported and valued. This provides stable and familiar support for children and their families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2687611
Local authority	Staffordshire
Inspection number	10360496
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Little Stars Pre-School Barton Limited
Registered person unique reference number	2687612
Telephone number	07944518281
Date of previous inspection	Not applicable

Information about this early years setting

Little Stars Pre school registered in 2022. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two hold level 3. The pre-school opens from Monday to Friday, term-time only, and operates from 8.50am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the providers and has taken that into account in their evaluation of the setting.
- The inspector and the pre-school providers completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation of a teaching activity was carried out by the inspector and the pre-school provider.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- A meeting was held between the inspector and the pre-school providers.

We carried out this inspection 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.

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