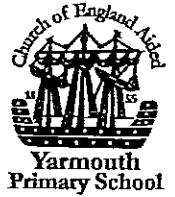


The Federation of the Church Schools of Shalfleet and Yarmouth  
**Achieving Together for a Brighter Future**



Headteacher: Mrs Beryl Miller BA (Hons) NPQH



18<sup>th</sup> July 2015

Dear Parents/Carers

**LITTLE STARS PRESCHOOL OFSTED REPORT**

Please find attached the Ofsted report for Little Stars Preschool, which was published recently. Below I have highlighted a few points of interest, all contained in the full report:

- Practitioners have a good knowledge of how children learn and provide a varied and imaginative educational programme, with assessment and planning for individual children. As a result, children make good progress in their learning.
- Partnerships with parents are effective. They are fully involved in the care and learning of the children, which ensures the children receive support and continuity in their learning and development.
- Safeguarding is given a high priority. Hazards to children are identified and minimised, and children are taught how to promote their own safety.

I hope you will agree with me that the report makes good reading and join me in congratulating Sadie and her team for this wonderful achievement.

Yours sincerely

*Beryl Miller*

Mrs B Miller

Head teacher

# Little Stars Pre-School

Yarmouth C of E Primary School, Mill Road, YARMOUTH, Isle of Wight, PO41 0RA



## Inspection date

15 May 2015

Previous inspection date

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

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

Good

2

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

Good

2

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

Good

2

The setting **meets legal requirements for early years settings**

## Summary of key findings for parents

### This provision is good

- Practitioners have a good knowledge of how children learn and provide a varied and imaginative educational programme, with assessment and planning for individual children. As a result, children make good progress in their learning.
- The key person system is firmly embedded and great care is taken to build strong attachments with all children. This means they feel extremely confident and secure in the setting.
- Partnerships with parents are effective. They are fully involved in the care and learning of the children, which ensures the children receive support and continuity in their learning and development.
- Safeguarding is given a high priority. Hazards to children are identified and minimised, and children are taught how to promote their own safety.
- Partnerships with other professionals are effective in providing for children's needs. Children make good progress and transitions into the setting are well organised to promote continuity of care and learning.
- Management places a strong emphasis on staff's professional development in order to further promote children's learning. For example, speech and language training has helped staff support children's developing language, particularly where they need additional support.

### It is not yet outstanding because:

- Opportunities for children to learn to manage their behaviour are sometimes missed as, on occasion, the staff do not explain the consequences of children's behaviour as well as they could.

## **What the setting needs to do to improve further**

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

- discuss consistently the consequences of children's behaviour so they are well equipped with the skills needed to manage their behaviour independently.

### **Inspection activities**

- The inspector held meetings with the manager of the setting and other members of staff.
- The inspector carried out observations of activities in the setting and also in the outdoor learning environment, some with the manager of the setting.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self - evaluation systems, the complaints log and a range of other documentation.
- The inspector took account of parents' information viewed on the day of inspection.

### **Inspector**

Julie Dale

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use robust systems to assess children's starting points and ongoing progress. These are well established and include all those involved in their learning. Staff prepare detailed plans that cover all of the areas of learning and reflect children's individual interests and next steps in learning. These include where a child may require additional support or benefit from a greater challenge. The needs of individual children are recognised and practitioners incorporate these into planned activities that inspire and motivate them. For example, quiet or new children are sensitively drawn into playing with other children. As a consequence, all children enjoy a rich, varied and imaginative time and make very good progress in their learning and development. Therefore, they acquire the skills they need in preparation for school.

### **The contribution of the early years provision to the well-being of children is good**

Staff give the utmost regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Extreme care and consideration is made to the presentation of activities, indoors and out, to provide a consistently stimulating learning environment. Children are encouraged to develop healthy lifestyles and learn about the importance of exercise. Outdoor learning and activities are available every day and so children experience play, and explore nature, in a range of different weathers. Children enjoy the social experiences of mealtimes as staff ensure that there are opportunities to engage with children in social conversation and use good manners as part of this experience. However, the staff's high expectations for behaviour are sometimes not always explained clearly to the children to help them develop the skills needed to manage their behaviour independently.

### **The effectiveness of the leadership and management of the early years provision is good**

Managers and staff are committed to providing the best possible service. They work hard to keep up to date and maintain the very good practice within the setting. They share the same vision for continued development. Systems for ongoing self-evaluation are effective in identifying a detailed plan for future developments. Managers have a good overview of the curriculum through the thorough monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. The manager takes account of the views, thoughts and feelings of children and parents to guide and inform practice. They are encouraged to share their comments through regular ongoing discussion. As a result, they are fully involved in affecting change in this very good setting.

## Setting details

<b>Unique reference number</b>	EY336398
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	845726
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Yarmouth C of E Primary School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01983 760345

The Little Stars Pre-School was registered in 2006. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications. The setting opens from Monday to Friday, term time only, and sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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.

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