

Inspection of Shiny Stars Pre-School

Neighbourhood House, 30 Cromwell Road, Peterborough PE1 2EA

Inspection date: 4 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Staff create a warm, family-centred and nurturing environment with exciting and stimulating activities on offer. As a result, children are keen and eager to enter and find out what is on offer for the day. Parents of new children are encouraged to stay until their child is settled and engaged. Children enthusiastically start off the day in the fresh air and can choose from a range of interesting resources. For example, children wash cars with a variety of sizes of sponge, and others manoeuvre on balance bikes and cars around the track, carefully avoiding each other. Staff are nurturing, caring and role model kindness to all, demonstrating the behaviour that is expected. As a result, children behave exceptionally well and demonstrate high levels of cooperation in their play. Staff support children in developing their language skills, and the older children use language highly effectively in their imaginative play.

All staff are passionate about ensuring each child has the best start in life. They have designed an ambitious curriculum that means every child receives the best possible education. Staff embrace the children's own life experience through discussions with parents and talk to children about their lives to help meet their individual needs. They find out what is important and familiar to the child and use this information to enhance their learning and development. For example, the children have access to books in their own language, and familiar items in the home corner strengthen the link between home and pre-school.

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

- The staff team works collaboratively to support children to be independent in their learning and development. Children follow their own interests and adapt resources to meet their needs. For example, children move chairs to make a bus and collect resources to fix the bus. At snack time, children competently use jugs to pour drinks and knives to butter toast. As a result, children show extremely high levels of independence, which puts them in very good stead for moving on to school.
- Partnerships with parents are very well established and valued. Parents provide very positive comments about their children's experiences at the pre-school. They are extremely well informed about their children's learning and say that the staff always have time for them. Staff give them achievable ideas to continue their children's learning at home.
- Leadership is exceptional. The manager has taken every opportunity in the local community to enhance the opportunities of the children. Children visit the local library, shops and museums. Staff visited an outstanding hub for children with special educational needs and/or disabilities (SEND) to further their knowledge of supporting these children. There are close links with the local school in order

to ensure smooth transitions. The manager works closely with the local authority early years adviser to provide the best possible training for the staff.

- Supporting children with SEND is a strength of the pre-school. Children leave with the necessary plans in place for a smooth transition into school. Managers support parents with paperwork and strategies for home. Staff have opportunities for specific training for their key children. For example, to support children who speak English as an additional language, staff attended training in speech and language assessment and implement this to ensure children have the language skills necessary for school. Managers research resources to ensure that additional funding is spent in the best possible way.
- Staff's well-being is a high priority for managers. They work incredibly well together. For example, staff worked together to support children learning to use a play car independently. Managers support staff in their ambitions, and a programme of professional development is in place. They monitor staff practice, ensuring that issues are identified and dealt with quickly. Regular meetings with staff support their knowledge of safeguarding and help maintain the high level of well-being.
- Staff are highly skilled at using every opportunity to support the children's development in all areas of learning, particularly in communication and language. They know when to intervene in children's play and when to stand back and watch the learning happen. Staff introduce new vocabulary for familiar items, such as foam, and demonstrate concepts such as big and small. Conversations with children during play quickly clear up misconceptions such as the difference between hands and arms.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY407727
Local authority	Peterborough
Inspection number	10394578
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	18
Name of registered person	Sahara Community Care Services Limited
Registered person unique reference number	RP909971
Telephone number	01733 554 004
Date of previous inspection	13 September 2019

Information about this early years setting

Shiny Stars Pre-School registered in 2010. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff has qualified teacher status. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector
Clare Eyre

Inspection activities

- The manager and inspector discussed the early years curriculum and ethos of the pre-school during a learning walk.
- The inspector observed activities indoors and out. She spoke to staff at appropriate times throughout the inspection and took account of their views.
- The inspector observed snack and the start of lunchtime.
- The inspector and manager observed a planned activity together and discussed what they had seen.
- The inspector looked at relevant documentation, including the suitability of staff.
- The manager held a meeting with the inspector.
- The inspector spoke to five parents and took account of their views.

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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