

# Shooting Stars

Inspection report for early years provision

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**Inspection date** 04/02/2010  
**Inspector** Rebecca Johnson

**Setting address** 168 Lower High Street, Stourbridge, DY8 1TT

**Telephone number** 01384 444355  
**Email** natalie@myshootingstars.com  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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*.

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## **Description of the setting**

Shooting Stars Nursery opened in 2009 and operates from six rooms in an old converted Georgian building situated in Stourbridge town centre. Children have access to an enclosed outdoor play area. It is open each weekday from 7.30am to 6.30pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 59 children may attend the nursery at any one time. There are currently 78 children on roll who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

A total of 13 staff work with the children, 12 of whom hold a child care qualification to level two or above. Five staff members are qualified to degree level or are working towards obtaining a degree. The setting receives support from the local authority and is developing partnerships with other settings and professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Practitioners work well together to create a welcoming and caring environment for all children. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Children make good progress in their learning because practitioners plan and provide a wide range of activities which meet their interests and development. Practitioners establish and maintain excellent partnerships with the parents and understand that children will not progress successfully without a shared approach to their care and learning. An effective system of self evaluation ensures continuous improvement is sustained and further enhances a setting that already meets the needs of all children successfully.

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

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs.

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

Children are extremely well safeguarded because practitioners fully understand their roles and responsibilities in protecting the children in their care and there are rigorous policies and procedures in place which are clearly understood. Procedures

for vetting and assessing the suitability of practitioners are stringently implemented. Robust risk assessments cover all areas used by the children and enable them to use both indoor and outdoor areas safely. All required documentation is in place and a range of comprehensive policies and procedures, which are consistently implemented, ensure the safe and efficient management of the setting.

Practitioners are enthusiastic and passionate about the service they provide. They are well qualified and there are good systems in place to support professional development. All practitioners regularly attend additional training to further their knowledge and expertise. The registered provider and management team are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. Practitioners are effectively deployed to ensure that children are well supervised and supported at all times. Resources are well maintained and stored to enable children to safely and independently select activities for themselves. Practitioners promote equality and diversity well within the setting to help children to develop an awareness of the society they live in. A wide variety of resources and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other.

The partnership working within the setting is exceptional. Parents are highly valued and their expertise valued and sought, for example, through a parent liaison group. Great care is taken to ensure they are well informed about all aspects of the provision, through the well presented prospectus, the setting's website and displays in the entrance hall. The use of notice boards and diaries ensures that parents are informed of daily activities and routines. Parents can also access "Nursery cam" throughout the day which enables them to log onto the website and watch their child in the setting. Practitioners worked closely with Dudley safeguarding unit when implementing this system to ensure that children are fully protected at all times. Parents views are sought through the use of questionnaires and their comments are reflected and acted upon to improve the service provided. Parents state how pleased they are with the setting, that children are happy and are learning to socialise with others and that practitioners are approachable and helpful. The setting works closely in partnerships with other agencies and professionals to ensure a consistent approach in meeting children's individual needs.

## **The quality and standards of the early years provision and outcomes for children**

The setting is totally child orientated and practitioners strive to ensure that children have fun and enjoy all aspects of the time they spend here. Rooms are laid out to develop children's independent skills as they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. They are supported in these choices by competent and knowledgeable practitioners who have developed a good balance between child initiated and adult led activities. Practitioners discuss children's starting points with

parents and use this information to plan and provide a range of experiences which enhance development. Planning is in place and covers all areas of learning and both spontaneous and planned observations are carried out. However, observations do not always clearly show differentiation or children's next steps and are not always used fully to inform planning and, thus, ensure that children make progress in all areas of learning at a pace suitable to their individual needs.

Children eagerly participate in a range of exciting and stimulating activities. Babies and younger children delight in heuristic play and enjoy discovering new textures such as pasta and cornflour/gloop. They especially enjoy jelly play and laugh excitedly as they bang their hands into it, making it splash and squeeze it through their fingers. Children thoroughly enjoy listening to stories which practitioners read with intonation and expression. Younger children wait with anticipation to see who is hiding under the flap and older children often find their favourite books to look at and share with their friends taking turns to turn the pages. Children interact positively both with adults and their peers and actively seek them out to participate in activities, for example, when searching for bugs in the garden or for a hug if they become tired. The outside area is used as an extension of indoors. Here children enjoy a range of activities such as bikes and balls to develop their physical wellbeing and learn skills such as balancing, hopping and jumping. A firm favourite are the nursery chickens which wander freely through the garden. Children excitedly talk about where the chickens live, what they eat and how they lay eggs everyday.

Children's behaviour is managed well through clear and concise behaviour management strategies. Practitioners act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends and to be polite and kind to each other. The setting is wholly inclusive. All children are welcomed into the setting and activities are totally accessible to all. In-put from outside agencies and the local children's centre guarantees that children with specific needs are fully supported.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy home cooked meals and snacks which consist of a variety of fresh fruit and vegetables. Menus are displayed for parents and copies of the children's favourite menus regularly appear on the newsletter or are photocopied for parents to take home. Children's dietary requirements are recognised and met appropriately. Children are learning about healthy foods as they go to the local shops to look at and buy different fruits and they plant vegetables in the garden. They are developing a healthy lifestyle as they access outdoors daily often wearing waterproof clothing as they splash in puddles or play in the snow. Children are helped by supportive and caring practitioners to feel secure and safe in their environment. They practise evacuation procedures, learn to use equipment such as scissors safely and how to walk up and down the stairs holding onto the handrail. They learn about road safety on their trips to the town where they wear high visibility jackets to further protect them and keep them safe.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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