

# Bright Star Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY441200
<b>Inspection date</b>	26/07/2012
<b>Inspector</b>	Nicola Jones

<b>Setting address</b>	Bright Star Nursery, Picktree Lane, Chester le Street, County Durham, DH3 3SR
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<b>Type of setting</b>	Childcare - Non-Domestic

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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*.

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.

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## **Description of the setting**

Bright Star Nursery was registered in 2012. It is owned and managed by private individuals. It operates from eight rooms in a purpose built building, in Chester-le-Street. There is an area for outdoor play. The nursery is open each week day from 7.30am until 6pm for 51 weeks of the year.

The nursery is registered to care for a maximum of 118 children under five years, of which no more than 30 may be under two years of age. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on the Early Years Register. The nursery currently employs one manager and 12 members of staff, who hold appropriate level 3 qualifications. The manager also holds a certificate of education.

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

Overall the quality of the provision is satisfactory.

Awareness of each child's needs makes sure that staff promote children's welfare and learning appropriately. Children enjoy exploring their indoor environment, however, opportunities to develop their learning in the outdoor area are less well developed. Children are safe and secure in their surroundings and enjoy learning about the world around them. They make steady progress in their learning, as a result of consistent observation and assessment procedures. However, it is not always clear how decisions are made about children's progress. Self-evaluation is adequate, however, future plans are in their infancy but show that they are likely to bring about some improvement to the provision.

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

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

- ensure staff are aware of opportunities to extend children's language
- ensure the outdoor area offers opportunities for children to develop in six areas of learning
- enhance observation and assessment systems by linking observations to developmental age bands, so it is clear how decisions have been made about children's progress
- develop self-evaluation systems to show how improvements will be made and impact on outcomes for children.

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

Children are safeguarded because staff have effective policies and procedures in place. All staff have been suitably trained and know what action to take in the event of a safeguarding issue. The nursery identifies dangers, takes steps to

eliminate risk and helps children to keep themselves safe. Children are further protected as staff carry out daily risk assessments to ensure the indoor and outdoor environments are safe and secure at all times.

Staff are knowledgeable about the Early Years Foundation Stage and use this suitably to support children in their learning. They use a reasonable range of teaching methods and provide adequate resources to provide a sufficient range of activities and experiences in the indoor environment to meet children's needs. However, resources in the outdoor area are not always available and do not adequately promote children's learning and development. Safety and care for the accommodation and environment are adequate.

Leaders and managers are motivated to seek further improvement. However self-evaluation systems are not fully developed and are completed by senior leaders without extending to other levels. For example, the manager has completed an operational plan, which does not yet take into account the views of staff, parents or children. Strengths and weaknesses of the nursery are identified and as a result, are likely to bring about some improvement to the provision.

Partnerships with external agencies or services are developing and staff demonstrate a commitment to communicating with other providers and partners to support children's well-being, learning and development. For example, links have been made with speech and language therapy services to ensure that children get the support they need. Relationships with parents are generally positive and opportunities are provided on a daily basis to share information. Parents are happy with the nursery and talk about how staff help them to feel reassured when they leave their children. Also how well they support both children and families to access additional services when required.

The nursery adequately promotes equality and diversity and challenges stereotypical views through discussion with children when situations arise. Staff know and understand each child and their needs. They modify activities to enable all children to access them. Older children have regular access to a range of books, small world equipment and toys to help them understand and learn about other cultures.

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

Children are making satisfactory progress in relation to their starting points. This is because staff collect information on entry to form a baseline and make use of regular observation and assessment procedures. This information is used to plan an appropriate range of adult- and child-led activities, which children enjoy and willingly take part in. Children have individual learning journals which include observations and learning is matched to the Early Years Foundation Stage and identifies next steps. New systems for recording children's progress have recently been introduced for some of them in the nursery, which aims to show how they are progressing towards the early learning goals. However, observation and assessments are not linked to developmental age bands. Therefore, it is not always

clear how decisions have been made about children's progress, in order to complete this documentation.

The indoor environment is well resourced and the level of challenge is sufficient to interest and engage children. Older children develop reading skills as they independently select books and play with props to support their understanding of a story. For example, children play with a small bear and a range of materials as they read a favourite story about a bear hunt. Younger children giggle and laugh as they wash dolls in water and begin to use words, such as 'baby' and 'me' as they play. However, opportunities are sometimes missed to develop language further as staff do not always recognise and value words babies use. This limits children's ability to extend their vocabulary and develop as confident and skilful talkers.

Children develop number skills as they weigh objects using scales and count their fingers as they cover them in paint. Staff use the interests of children as starting points for activities and use this skilfully when children become upset during their settling-in period. As a result, very young children are starting to develop a sense of security and confidence within the setting. Children enjoy the time that they spend at nursery and are beginning to develop positive relationships with each other. For example, children run over to their friends as they come into nursery for the afternoon. They are happy to play independently, as well as alongside their peers.

Children have good opportunities to learn about healthy eating because they are encouraged to eat healthy snacks and meals. They have free access to fresh drinking water throughout the day and are encouraged to wash their hands before eating and after using the toilet. As a result, children are gaining independence in their personal care. Staff provide a wide range of physical activities, both indoors and outside, which increases children's understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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