

Shooting Stars

168 Lower High Street, Stourbridge, DY8 1TT

Inspection date	15/10/2012
Previous inspection date	04/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of the Early Years Foundation Stage and use many of the opportunities that arise within the daily routine to promote children's learning through challenging play opportunities, effective questioning and their own enthusiasm.
- Children move around the setting with great confidence and have a very well-resourced indoor learning environment to capture their interest and inspire their learning. They initiate their own play choices, show independence and curiosity and engage well with staff.
- Partnership with parents is strong and importance is attached to the settling-in period and gaining information about their children's starting points. Parents comment positively on the support and approachability of the staff.
- Management are committed to improving the provision and have well-established systems of reflective practice and regular consultation with staff.

It is not yet outstanding because

- Opportunities to use parents' observations of children's learning and development at home are not effectively utilised to inform the assessment process.
- Opportunities for children to extend their learning in the outdoor area are not fully maximised.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the different playrooms, including lunch and snack times and an outdoor play session.
- The inspector spoke with staff present on the day and the early years coordinator and held a meeting with the nursery manager.
- The inspector checked evidence of suitability of those working with children and the provider's audits and action plans.
- The inspector looked at children's assessment records and planning documentation and sampled some of the setting's policies and daily records.
- The inspector took account of the views of parents spoken to on the day and those included in the setting's questionnaires for parents and children.

Inspector

Diane Ashplant

Full Report

Information about the setting

Shooting Stars opened in 2009 and is owned by a private company. It operates from six rooms on two floors in an old converted Georgian building situated in Stourbridge town centre. Children have access to an enclosed outdoor play area. The nursery opens each weekday from 7am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register and there are currently 119 children on roll who attend for a variety of sessions, some of whom are in receipt of funding for three-year-olds. The setting supports children with special educational needs and/or disabilities.

A total of 24 staff work with the children, of whom all but one hold an appropriate childcare qualification from level 2 to degree level. One staff has Early Years Professional Status. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop further opportunities for parents and carers to contribute to children's ongoing assessments by sharing information about their children's learning and development at home
- extend the use of the outdoor area to provide experiences for children in all areas of learning.

Inspection judgements

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

Children's learning and development is well supported in the nursery by staff who have a good understanding of how to engage and inspire their interest. Regular praise and an inviting and accessible environment help them to confidently make their own play choices and happily play on their own or in small groups. For example, they thoroughly enjoy a role play activity with dressing-up clothes where they freely chat to staff and discuss how to look after the baby. Babies and young children explore different textures and sounds as they try out the musical instruments or experience the feel of paint as they make marks.

Staff are often enthusiastic and inventive in their engagement with children and inspire their learning through fun activities which fully include and involve all children, such as reading a story about a bear hunt. Older children are reminded about expectations before a group activity, such as listening, allowing others to speak and sitting properly with legs crossed. They are fully engrossed as they enjoy a musical story session which includes all areas of learning in a fun and exciting way. Excellent staff engagement with effective use of questions, prompts and encouragement and reflecting back on what has been learned support children's learning. All are included as they choose their own instruments to beat

the rhythm and make different noises. Later they come up with ideas for how and where they will travel or decide what they would buy at the supermarket and this maintains their enjoyment and attention. Children's language is very well supported through lots of conversation at all times, joining in songs or a game of 'I spy' as they wait for tea, sometimes using phonic hand signs to support their letter recognition.

Staff are aware of the changes in the Early Years Foundation Stage Framework and are now starting to plan and observe across the seven areas of learning, confidently capturing spontaneous moments under the three prime areas alongside more detailed observations. There is a good balance of child-initiated and adult-led play and most staff actively engage to support children's development. Children have regular outdoor play sessions where they develop physical skills as they throw balls into the net, balance on the wooden stumps or try to scale the climbing wall. They are sometimes involved in feeding the chickens and have an area for digging. However, opportunities for children to have a wider range of outdoor play experiences to support all areas of learning are not yet fully maximised.

Systems for engaging with parents to access children's starting points are very good and information is effectively shared about baby's routines to help them settle well. There are many displays around and regular newsletters, and the use of email, websites and the webcam ensures parents are involved. Parents are kept fully informed about their children's day through friendly and open discussion and the use of a daily record book. Parents are able to view the children's development folders during the transition meetings and other times on request. However, opportunities to extend the involvement of parents in their children's ongoing assessment through contributing information and observations from home are not yet a regular part of the process.

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

Children settle well into this welcoming environment and benefit from a sensitively organised settling-in system managed by their key worker so that individual needs and routines are well catered for. Praise and encouragement help children feel valued and develop their confidence to try out new things. Staff work alongside parents to support children's time there. Children's health is well supported through attention to daily routines, such as nappy changing, and self-care skills like hand washing. Children enjoy a nutritious and varied menu and daily healthy snacks, and any individual dietary needs are fully respected. Children are learning about the benefits of physical exercise as they thoroughly enjoy action songs and dancing to music. They engage enthusiastically in exercises like star jumps or try and scale the climbing wall and carefully throw balls into the suspended net. Young children are supported in their early crawling and walking skills as they stretch out to reach objects of interest set out to attract them.

Children are learning about their own safety as there is a good balance between allowing them to develop their independence skills and providing guidance and encouragement. Children are learning to dress themselves as they try and put on outdoor coats and wellingtons. They are learning to play safely and be mindful of others and take part in regular fire drills so they understand how to evacuate the building safely. They are reminded by staff to walk carefully down the stairs, holding onto the banisters. Play

activities, such as music and story time, are used effectively to incorporate reminders about how to cross roads safely.

Staff support all aspects of children's well-being very well, always providing encouragement and reassurance. Children are given good choice to initiate their own play and, well supported by staff when needed, are confident and enthusiastic in the quest for learning. Children are well prepared for their journeys to the next room and parents are fully engaged in this process.

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

Leadership and management have a positive vision for providing a high quality service with very good play and learning opportunities for the children in their care. There are regular and effective methods for reviewing practice overall through internal audits and external reviews, after which action plans are drawn up and monitored. Each room has their own evaluation folder where staff show evidence of developments. There are robust recruitment and selection processes in place to ensure the suitability of the staff. Regular room and staff meetings ensure practice is discussed and shared and targets are set. Management encourage staff to share their views and opinions openly in an environment of trust and respect. They monitor staff performance through routine and evaluative observations, informal supervision and more formally through appraisals

Partnership with parents is strong and parents comment on the positive involvement of their key workers and other staff. A well-organised settling-in period enables key workers and parents to get to know each other well and share important information in their 'all about me' file. Parents are invited to attend a review meeting when children move into different rooms so that the transition goes smoothly, and anything relevant is shared regarding children's next steps. Staff support children with individual needs well, setting up individual care plans in conjunction with parents, and work effectively with other professionals to ensure each child is included and supported appropriately. Staff are working to develop better links with other early years settings which children also attend and have set up link books to ensure information is shared between practitioners so that the focus and support for each child is consistent.

Systems for safeguarding children throughout the provision are strong. Staff have a very clear understanding of their roles and responsibilities for protecting children's welfare overall. They have a good awareness of how to respond and pass on any concerns and each room has appropriate information clearly displayed. Other aspects of safeguarding, such as attendance recording, safe collection systems and seeking all necessary information at registration, are very well maintained. For example, there is a comprehensive 'empty pocket' policy regarding the use of cameras and mobiles in the setting, which staff and parents are made fully aware of. Staff are effectively deployed to ensure ratios are maintained, with senior staff conducting several daily checks to confirm this and appropriately moving staff when this is necessary. Children are cared for in a safe and healthy environment where effective visual and written systems are in place to ensure all hazards are identified and addressed.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY392718
Local authority	Dudley
Inspection number	884114

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	119
Name of provider	Shooting Stars Nurseries LLP
Date of previous inspection	04/02/2010
Telephone number	01384 444355

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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