

Shining Stars

1 Canning Street, Bolton, Greater Manchester, BL1 8EZ

Inspection date

22/01/2013

Previous inspection date

03/02/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because staff do not do enough to reduce risks within the nursery. For example, babies under two years go to sleep while drinking from a bottle and two year old children are able to access very small toys which are a potential choking hazard.
- Children's good health is compromised by poor hygiene practices, particularly in relation to mealtimes, hand washing and sleep times, when some children share bedding.
- Some planned learning for two-year-old children is too structured and at times children are expected to sit still or wait in line for too long, as a result, children become restless and lose interest in activities.

It has the following strengths

- Children are mostly happy and settled, they enjoy their time at the nursery and develop warm and affectionate relationships with the staff.
- Staff know individual children well and work very closely with parents to help each child make suitable progress in their learning and development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the children's play rooms.
- The inspector held meetings with the manager and also spoke to staff within the setting at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's action plans and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Vickie Halliwell

Full Report

Information about the setting

Shining Stars was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor of a detached building in Bolton and is owned by a private provider, who employs a manager. The nursery serves the local area and is accessible to all children. It operates from two rooms,

a baby room for children aged under two years and an open plan room for children aged from two years to five years. There is no outside play area but the setting makes use of nearby play areas at the children's centre and the local community centre.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the safety of children and take action to minimise the hazards to children in relation to babies drinking from a bottle while going to sleep, access to very small toys which present a choking hazard to children under three years, the unstable storage unit, trailing wires and by ensuring equipment is used in accordance with manufacturers safety instructions
- promote the good health of children by taking steps to help prevent the spread of infection, in this instance by improving the arrangements for mealtimes, hand washing and sleep times.

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

- review the daily routines, particularly in relation to nappy changing, hand washing and mealtimes, to ensure that they are sufficiently flexible to respond to the needs of younger children
- provide additional opportunities for children under three years to lead their own play and learn through first hand experiences and challenges.

Inspection judgements

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

Children move freely and confidently within a suitably resourced learning environment that appropriately promotes their independent learning. Children make some meaningful choices about how they spend their time and are mostly well supported by staff who

respond to their interests. For example, giving praise and encouragement which helps children persevere with self-chosen challenges, such as completing puzzles. Staff are generally mindful of the large age range, as they care for children from two years to school age in the same room. Although, occasionally younger children within the group wander aimlessly for short periods, as older children within the group dominate activities and resources. Older children benefit from a balance of adult and child-led activities; however, some activities are too structured and staff-led, particularly for younger children. Consequently, children who have just turned two years lose interest during structured group activities, for example, when staff ask them to name colours and identify objects on picture cards.

During child-led activities children play with imagination, they show enthusiasm and with staff support become absorbed in their play. For example, as they enthusiastically build towers, study individual blocks and carefully select shapes to build the biggest tower or mosque. Older children play cooperatively and show care and concern for younger children within the group, for example, moving over so that they can join in activities and passing them blocks to build with. Children enjoy a varied range of creative experiences, for example, they enjoy using trigger sprays to make patterns with paint and make textured collage pictures. Older children operate with increasing independence, carefully placing their painting on the drying rack before going to wash their hands. Babies under two years enjoy a range of sensory experiences and crunch cereals and explore the texture of paint. Older children enjoy some challenging activities developing good hand eye co-ordination as they weave paper and fabrics to make pictures which are displayed within the nursery.

Staff know their key children very well, they work closely with parents to gain a secure understanding of children's capabilities at admission and use this information to help monitor children's progress. Long term planning introduces a varied range of topics to provide a balanced curriculum which covers all areas of learning. Guided by the qualified teacher, staff develop monthly and weekly plans which are implemented alongside individual planning for each child. Staff monitor children's progress closely, consequently, children who need additional support are quickly identified and are well supported.

Parents are fully informed of their child's learning priorities and how they can further support their child's learning at home. They are encouraged to share details of their child's achievements and interests at home, which staff use to plan for children's future learning. For example, they introduce children's favourite characters to counting activities or to stimulate children's interest in books. Children's communication and language skills are given a high priority within the setting. Children enjoy regular story time sessions and join in with familiar songs and rhymes. Letter names and sounds are introduced during free play. During group activities pre-school children are encouraged to name items that begin with a specific letter, for example, the letter 's'. Children learning English as an additional language are very well supported and home languages are valued and respected within the setting. Staff communicate confidently in the languages spoken within the local community to support children in communicating their needs, although English is primarily spoken within the nursery to enhance children's learning. Children's learning is further enriched by daily outings into the community, for example, to the Mosque, local shops and

the community centre to access a computer suite.

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

Some aspects of children's well-being are satisfactorily promoted; however, children's good health is compromised by poor hygiene practices. While children who sleep have individual blankets, insufficient steps are taken to help prevent the possible spread of infection as children are placed to sleep on bedding that has been previously used by another child. In addition, children are unable to learn about the importance of good hygiene because they do not have soap to wash their hands or towels to dry them. Consequently, children who are routinely asked to wash their hands throughout the day, hold them under the running water and then wipe them dry on their clothes. Furthermore, the arrangements at meal and snack time compromise children's good health. In accordance with the nurseries Islamic ethos children eat while sitting on a mat on the floor, however, outdoor shoes are often in contact with the mat and many younger children, who struggle to hold their bowls, spill food onto the mat and subsequently eat it.

Other aspects of children's health are satisfactorily promoted. Although the nursery does not have an outdoor play area daily outings ensure children benefit from regular walks in the fresh air. In addition, children visit outdoor play areas where they can move freely and practice and refine their coordination, climbing and balancing skills. Children also have regular opportunities to be physically active indoors and are becoming increasingly aware of the importance of exercise. For example, as they move to music during the 'wake up, shake up' routine. Drinking water is freely available and drinks are offered throughout the day at meal and snack times.

Children's personal, social and emotional development is appropriately fostered. Children demonstrate a strong sense of belonging as they enter the nursery happily and confidently explore their surroundings. They are familiar with the nursery routine and enjoy warm and affectionate relationships with their key person and the wider staff team. Children are well behaved, they respond to consistent boundaries and simple reminders from staff, for example, to have 'kind hands' and use 'walking feet' inside. Children make regular visits prior to their move from the baby room into the much larger play room and as a result settle quickly. Children are also well prepared for their move to school as the nursery work closely with local schools and invite reception teachers to meet the children before they start school. Staff routinely praise children for 'good listening' and promote children's confidence and self-esteem to ensure they are well prepared socially and emotionally for their transition to school.

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

Children's safety is compromised because daily safety checks are not effective and equipment is not used in accordance with the manufacturer's instructions. Consequently, a relaxer chair intended for use by non-mobile babies under six months is used for a much

older child to sleep in. Children of all ages are exposed to a number of potential hazards, for example, a low level shelving unit is not secure, plastic bags are accessible and a portable heater, while out of reach, could be pulled down by the trailing wire. In addition, some of the very small play materials within the large play room are potential choking hazards for two-year-old children within the group. Children's safety is further compromised by poor practice as babies are left to go to sleep unsupervised while drinking from their bottle.

Regular training and updates during staff meetings ensures staff are well informed about the possible indicators of abuse and the role of the designated safeguarding officer. Clear written procedures and posters are prominently displayed, which include what to do if an allegation is made against a member of staff. As a result, staff are clear about their role and responsibility to protect children from possible harm if they are worried a child is being abused. Staff are appropriately deployed and at times the layout of the large play room is very well used to facilitate well-supported small group activities that build on children's interests. Children are making progress in all areas of learning; however, the structured daily routine does not fully meet the learning needs of younger children. For example, their play is interrupted to have their nappy changed at set times, they have to stand in line within the larger group as they wait to wash their hands and may be seated for up to an hour over the lunchtime period.

The relatively recently appointed manager, a qualified teacher, actively contributes to curriculum planning and provides regular support for the staff team. For example, the manager models good practice in relation to communication and interaction with children to help improve staff practice. Staff supervision sessions have recently been introduced, which over time should enable the manager to closely monitor the individual progress of each child, as each learning journey is reviewed with the key worker. Strong mutually respectful relationships are evident between parents, carers and staff. The nursery works closely with external agencies, for example, speech and language therapists to ensure identified children get the support they need. The manager also works closely with the local authority and the nursery is currently completing the 'reflecting on quality programme'. Priorities for improvement have been identified and inform action plans which focus on improving the provision for children's learning and development. However, self-evaluation has failed to identify significant weaknesses in relation to children's health and safety and breaches to requirements both within the Early Years Register and the Childcare Register.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment and ensure that all necessary measures are taken to minimise any identified risks (Compulsory part of the Childcare Register) (Suitability and safety of premises and equipment)
- undertake a risk assessment and ensure that all necessary measures are taken to minimise any identified risks (Voluntary part of the Childcare Register) (Suitability and safety of premises and equipment).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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.

Grade	Judgement	Description
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	EY380910
Local authority	Bolton
Inspection number	896128
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	43
Name of provider	Riyaz Atcha
Date of previous inspection	03/02/2009
Telephone number	01204 366948

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

