

Shiny Stars Day Nursery

1 Simes Street, Westgate, BRADFORD, BD1 3RB

Inspection date

21/03/2013

Previous inspection date

25/09/2012

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

- Children enjoy their learning because they are offered a good range of activities that are presented in different ways. This means their interest is maintained, and as a result, they make good progress in their development.
- Children's health and well-being is promoted very well in the nursery. They have plenty of fresh air and exercise each day and they learn to take care of their teeth.
- Children settle well in the nursery because good attention is given to working in partnership with parents. Information is shared effectively which enables staff to provide care that is a continuation of children's home life.
- Children are kept safe because staff carry out thorough daily checks on all areas of the premises. Any risks are minimised effectively, which means children can move about freely and enjoy their play.

It is not yet outstanding because

- There is scope to improve the opportunities for older children to observe and link written numerals to counting, to fully support their mathematical development.
- Older children do not have many opportunities to learn about technology and how to operate simple electronic equipment. This means their understanding of the world is not fully supported.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the premises and observed children playing in all rooms and the outdoor area.
- The inspector met with the manager and the owner.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Shiny Stars Day Nursery is a privately owned setting that has been running for a number of years. It was registered with a new provider in 2007. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms in a converted building in the centre of Bradford in West Yorkshire. One of the rooms is used by the out of school club. Access is gained via a small number of steps leading down to the nursery entrance. An enclosed outdoor play area is available.

The nursery employs six members of childcare staff including the manager. Of these, one staff holds an early years qualification at level 4 and three hold qualifications at level 3. The nursery opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7am until 7pm, this includes before and after school care for children attending various local schools. Children attend for a variety of sessions and there are currently 30 children on roll, of whom 20 are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children who have special needs. The nursery 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 the educational programme for mathematics further by; increasing opportunities for children to see and use numerals in their environment, such as making number lines available for reference and encouraging children to use them in their play
- enhance the educational programme for knowledge of the world by; providing more opportunities for older children to learn about technology, for example, by providing a range of programmable toys and equipment involving information and communication technology, such as computers.

Inspection judgements

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

Staff provide children with a good range of activities that support their learning very effectively. This means they make good progress towards the early learning goals and are

well-prepared for their transition to school. For example, they enable children to choose freely from the resources and give them time to develop their own ideas. This means children become independent in their learning as they plan and make decisions and test their ideas. For instance, a group of children choose to play with dominoes. They use these imaginatively to create the layout of a house. They confidently extend their idea by laying play figures down in the 'bedroom' and pretending they are asleep. Staff also provide opportunities for children to learn together and from each other in small groups. For instance, they encourage older children to take turns to find their name card and to show this to others in the group. They support them to name the letters that make up their name and to sing a song about what it starts with. This means children successfully develop their literacy skills and feel acknowledged and valued at the same time. Staff keep clear records of children's progress. This means they have a good understanding of their abilities and where they need challenge or extra support. Parents are actively encouraged to be part of children's learning and to share what they achieve at home with staff. As a result, staff can plan precisely for the next steps in their learning.

Staff provide good opportunities for children to be creative and to learn about different materials and textures. For example, toddlers learn to use glue and materials, such as tissue paper and sequins, as they create an Easter card. Older children carefully decorate their Easter basket with feathers and shiny shapes and excitedly talk about how they will fill them with eggs. Staff effectively raise children's awareness of counting during every day routines. For example, they recite one, two, three as they help toddlers put on their apron before they play in the water. Older children help to count how many of their friends are present as they line up to go outdoors. However, there are few opportunities for them to see written numerals in their environment to enable them to use these and make connections to their counting. Staff provide good opportunities for babies to learn through their senses. For example, they provide treasure baskets containing both natural and found resources that children can explore in open-ended ways. Older children have access to resources which replicate real items, such as a toy toaster. They know to put slices of 'bread' in the slots and to press the lever to make it 'toast'. This shows they understand how things operate. However, equipment to promote their understanding of how to use information and communication technology is limited. This means this aspect of their knowledge and understanding of the world is not supported fully.

Children have good opportunities to practise and extend their communication and language skills. Staff listen attentively to them and use open-ended questions, allowing time for children to respond. For example, as a young child plays with a doll she says 'baby's eyes'. A member of staff repeats the word back to the child, adding additional words, such as 'yes baby's eyes, where are your eyes?'. This consolidates children's understanding and extends their vocabulary very effectively. Staff provide an environment that is rich with print which shows children words have meaning. For example, labels are used on toy boxes and furniture. Older children are encouraged to find their name card and use this to register their attendance. Staff give good attention to promoting children's listening skills through group story time. For example, they read to them expressively, which means children become fully engaged. As a result, children are confident to contribute to stories by discussing what is happening and predicting what might happen next.

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

Staff work closely with parents to ensure children's transition into the nursery is a pleasant experience. Settling-in visits are arranged to meet the needs of the parent and child. Staff as the children's key person gain as much information as they can about each one. For instance, parents are asked to complete an 'all about me' form for their child where they can record information about routines, likes and dislikes. This means children settle well because staff know how to meet their needs. Children of different ages have opportunities to learn together which gives the nursery a homely and family orientated feel. For example, babies sometimes join the toddlers for activities in their room. Children have good opportunities to take part in learning experiences in the local community. This enables them to develop confidence in interacting with adults outside their normal childcare setting. For example, they regularly visit the library and take part in different festivals and services at the local church and mosque. This also supports their further learning and transitions to school.

Children learn to behave well because they have secure routines and know what is expected of them. Staff introduce any visitors to children and explain why they are there, which helps them to manage any changes to their day. For example, older children confidently approach the inspector and one child spontaneously finds a chair for her sit on, to make her feel welcome and involved. During group discussion, older children are taught to take turns when speaking and not to interrupt others. This means they learn to be polite and considerate towards each other. Staff acknowledge children's efforts and achievements with lots of praise, which effectively raises their self-esteem. For instance, a member of staff tells a group of children that they have done a 'super job' of cleaning their teeth.

Staff give good attention to helping children learn about personal safety. For instance, they sensitively explain to more adventurous toddlers why they must not climb on their chair or the stone steps outside, because they may fall and hurt themselves. Older children are taught to line up before going outdoors and to count how many are present. They repeat this on the way back in, which teaches them to check everyone is accounted for and no one is left behind. Staff give high priority to helping children to follow a healthy lifestyle. For example, they enable them to learn about the importance of good dental hygiene. A dentist regularly visits the nursery and if parents give permission fluoride varnish is applied to the children's teeth. Older children are each provided with a tooth brush so they can clean their teeth after lunch. Staff teach them how to use circular movements so cleaning is effective. Children delight in watching themselves in the mirror as they carry out the process. They confidently talk about how this gets rid of plaque and makes their teeth 'shiny'. They knowledgeably relate how if they eat too much chocolate their teeth will go 'black' and hurt. This shows they understand about the possible causes of tooth decay. Staff ensure children have access to the outdoor area each day, which means they benefit from plenty of fresh air and have good opportunities to develop their physical skills. As a result, toddlers delight in learning how to coordinate their feet and legs as they attempt to pedal trikes. Older children show good control as they run up and down. They avoid bumping into one another and stop safely. They delight in matching

their movements to songs initiated by staff, such as 'I went to school one morning' when they hop on one leg and pretend to jump in puddles.

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

The manager and registered person work well together to ensure the requirements of the Early Years Foundation Stage are met successfully. All staff are trained in safeguarding children and are confident in their ability to recognise the possible indicators of abuse or neglect. They know to whom they should refer any concerns. The recruitment and vetting of any new staff is thorough, which means informed decisions are made about their suitability to work with children. Staff give high priority to maintaining a safe environment for children to play and learn. They are vigilant in carrying out daily checks on all areas of the nursery and take effective action to minimise any risks. For example, work to install canopies in the outdoor area was carried out outside nursery hours, to prevent the risk of children accessing workmen's tools.

Good attention is given to monitoring the quality of the service and the manager shows a very committed approach to driving improvement. Recommendations raised at the last inspection have been successfully addressed. For example, it was identified that younger babies spent long periods of time sat in low chairs. The chairs have been removed and a soft area has been created in their room. This enables them to move, stretch and explore their environment, as their movement is not restricted. Self-evaluation is used very effectively to inform the nursery's development plan. Parents and children are consulted on a regular basis to ensure their views are included. 'You said, we did' lists are displayed to show what parents suggest and how their wishes are accommodated. For instance, they asked for new outdoor toys to help children develop their physical skills. In response several trikes have been purchased.

Staff's performance is effectively monitored because the manager makes regular observations of their practice and empowers them to reflect on how they can improve this. Formal supervision sessions are also held for all staff throughout the year. These enable staff to reflect on their personal development and to discuss and plan any training needs. The manager makes regular checks of children's learning records to ensure staff are using their observations to assess and consistently monitor children's progress. The staff team is well-organised and deployed efficiently both indoors and outside. This means children are supervised well at all times and supported effectively in their learning.

Staff work very well in partnership with parents. They provide good information about the service and the Early Years Foundation Stage through a welcome pack and regular newsletters. Individual diary sheets are used to keep them well-informed about their children's daily care routines. Parents' comments about the nursery are very positive. They praise the staff's flexible approach to meeting their care needs and state that they are pleased with the way their children have settled. Staff work well with providers of other early years settings children also attend. For instance, two-way communication diaries are used to share information and promote a cohesive approach to their care and learning.

across the provisions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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 action. 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	EY358779
Local authority	Bradford
Inspection number	909572
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	30
Name of provider	Hameeda Zaman
Date of previous inspection	25/09/2012
Telephone number	01274 732 654

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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, which are usually the childminder's 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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