

Shining Stars Nursery

Heywood House, Wadsworth Business Park, Bridgeman Street, Bolton, Lancashire, BL3 6SA

Inspection date	28/03/2013
Previous inspection date	17/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The thoughtfully planned playrooms create a warm, welcoming and stimulating environment for all ages of children. As a result, they enjoy themselves at nursery and are confident to explore, learn and express themselves.
- The key person system ensures that children receive relevant support and consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them well. Therefore, children feel very safe and secure and are happy.
- Partnerships with parents are well established. As a result, consistency of care is maintained and children are supported in making good progress in their learning and development.
- Practitioners are highly committed to improve the nursery provision. They continually take into consideration the views of children and parents, and plans for improvement are well targeted to strengthen their practice.

It is not yet outstanding because

- Access to the outdoor area to provide children with more exciting choices to play and enable them to learn in different ways and on different scales have not been fully embraced.
- Opportunities to develop children's understanding and value the roles of other professionals and groups within the local community are not fully established.

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 observed activities in the baby room, toddler room and physical room.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector met with the deputy manager and provider of the provision and checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector looked at the provider's self-evaluation form, risk assessments and children's records and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in parent questionnaires.

Inspector

Marina Anna Howarth

Full Report

Information about the setting

Shining Stars Day Nursery was registered in 2011 and is one of four settings privately owned by the registered provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the ground floor of a large converted manor house on the Wadsworth Business Park in Bolton, Greater Manchester. It serves children and families from the local area. Children have access to five playrooms with associated facilities and an enclosed courtyard which is used as the outside play area. The nursery is accessible to all children.

The nursery opens Monday to Friday from 8am until 6pm, for 51 weeks of the year. Children are able to attend for a variety of sessions. There are currently 65 children attending who are in 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. There are a total of nine members of staff, including the manager, who work directly with the children. Of these, seven hold appropriate early years qualifications at level 3 and one at level 2. The manager has Qualified Teacher Status. 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:

- maximise the use of the outdoor environment to further support children's learning so that they have greater opportunities to explore and make choices about their play

- extend partnership working further by, for example, inviting members of the local community into the setting to share their expertise, such as fire fighters and police, local artists, and other community members.

Inspection judgements

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

Children are welcomed into an attractive, stimulating environment. They have access to a wide range of good quality resources and equipment that are easily accessible, enabling them to make choices and promote their independence. Babies and infants explore their surroundings confidently as the well-planned rooms provide large areas of floor space to

accommodate crawling. In addition, low-level furnishings enable mobile infants to pull themselves into standing position developing their skills for walking. Practitioners ensure resources are robust and child friendly, allowing children to explore and experiment without fear of damaging and breaking them. While all children benefit from opportunities to play outside on a daily basis, the presentation of the outside learning environment across the provision, and opportunities for children to spend more time learning outdoors, are not as well embedded as opportunities for indoor learning. As a result, those children whose preference is for outdoor learning have less opportunity to extend their skills in this area. However, when outdoor play is available practitioners skilfully use children's self-chosen play, for example, exploring snow and ice, which stimulates the senses as they discover snow is soft and ice is hard, and both feel cold to touch.

Detailed information gathered from parents during the induction process provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Interaction between practitioners and every child is especially strong which is highlighted in the children's reactions, the progress they make and the enjoyment they display. Toddlers enthusiastically engage practitioners in their play as they engage in games of 'hide and seek'. They clearly enjoy the attention they receive from practitioners who follow the children's lead. Babies are gently encouraged to explore their environment using their senses as they play with water, sand, cornflour and paint. Pre-school children are encouraged to count, compare, match, sort and sequence confidently in all areas of their play. This is further promoted through visual numbers and maths language located throughout the environment. They use visual colour charts to help them identify that mixing two colours together, creates another colour. As a result, children are motivated and interested in their play and engage happily.

Practitioners ensure that opportunities are made to support and extend children's learning across all areas. They use effective methods to engage and capture children's interests through personalised planning. Daily discussions with children's parents enable practitioners to reflect children's interests and build on their home-based knowledge and experiences. Parents receive regular feedback on their child's progress and are actively encouraged to share their observations. Each child has their own learning journal which parents are able to look at any time. They attend regular meetings, where they are able to discuss their child's progress in depth with their child's key person. Individual targets are shared with parents along with a wide variety of photographs illustrating the children engaged in a variety of activities and links to the Early Years Foundation Stage. This enables parents to understand how to support their children's learning at home and provides ideas for activities. Liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their transition into school.

Teaching methods are strong as practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. For example, during a group activity, children are encouraged to problem solve, as they work out how to use scissors safely and skilfully to cut around pictures, so the image is not damaged. They identify the shapes of their paper and determine how much glue they need to apply, in order for the pictures to stick successfully. All children are secure in communicating their needs and preferences. Children for whom English is an additional language are encouraged to communicate their needs through the use of colourful

pictures and symbols and visual time tables, supported with the use of gestures. Practitioners liaise closely with parents and bilingual staff and learn familiar words and phrases in the children's home language providing familiarity. Babies are skilfully supported in developing their vocabulary as practitioners encourage their babbling by copying their sounds in turn taking conversations and repeating familiar words and phrases. Older children are actively encouraged to talk about their experiences and explain what they are doing. They happily discuss their favourite stories and use a variety of resources, such as dressing up and small world toys to express themselves and use their imagination.

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

All children form secure and emotional attachments as a result of the effective key person system. Practitioners are attentive to their individual needs and treat children sensitively and with respect. Children clearly enjoy cuddles and the individual attention they receive making them feel valued and special. This provides a strong base for babies enabling them to become independent. They receive reassurance and comfort from familiar adults, and this enables all children to develop skills for future learning. Babies and young infants settle well because practitioners work closely with their parents from the point of entry onwards, obtaining detailed information. As a result, practitioners have a good knowledge of their individual likes and routines, enabling them to meet their needs effectively. Children of all ages are confident explorers and enjoy investigating a wide range of resources. Young infants create train tracks by connecting large chunky track pieces together, which are easy for them to hold and connect. They squeal with delight when they place the train on the track and watch it go round. They also enjoy exploring small spaces filled with plastic balls, where they excitedly bury their feet and legs and throw the balls into the air with their hands. Practitioners enable children of all ages to develop a strong sense of belonging, by displaying photographs of children and their friends and family. Mirrors are provided at a low level enabling children to see themselves and others together. Familiar words and comforters from home, help to sooth children when they become tired or anxious. As a result, children are developing a strong sense of belonging.

Practitioners work hard to include all children, and treat them with equal concern. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They access a wide variety of toys and resources that reflect diversity. As a result, they learn to respect each other's differences. The environment is rich in text depicting different languages, visual images and dual language books. Children are sensitively supported when moving to the next identified key person. Transitions are based on what each child can do and the process results in them being confident learners, ready to embrace new challenges and experiences. Pre-school children participate in role play activities, such as dressing up in school uniform and teachers are invited from the local schools to visit children at the nursery, helping to prepare them for their transition to school.

Pre-school children are encouraged to be independent and to manage their personal needs. They proudly demonstrate how they can remove their own shoes, put on their coats and fasten their buttons. They help to set the table for lunch and snacks; serve their

own food and tidy away afterwards. All children develop a good understanding of healthy lifestyles through the provision of healthy, nutritious meals and snacks. They learn about the value of physical play and exercise, as they are encouraged to be active and move their bodies in a variety of ways, using hoops, large balls and climbing apparatus, both indoors and out. Older children learn about managing risks and staying safe through a variety of experiences. Small dustpans and brushes are located within easy access and enable children to take responsibility for their environment, such as sweeping up the sand to prevent anyone slipping and hurting themselves. They know how to use scissors carefully when they are cutting and explain this to younger children, highlighting that 'the scissors are sharp, so be careful'. Practitioners help children to recognise and express their own emotions through discussions, stories and visual pictures. As a result, children learn that it is normal to feel different emotions at certain times. Praise and encouragement is used effectively to celebrate children's achievements and they proudly show their reward stickers for their accomplishments. Practitioners act as positive role models. Older children are encouraged to reflect on the consequences of negative actions and younger children are learning right from wrong through methods of distraction and simple explanations. As a result, children behave well and are kind and considerate towards each other.

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

All practitioners are eager to provide high quality care and learning for children and are committed to improve their practice. Regular meetings and discussions, along with views taken into account from parents and children, enable them to identify their key strengths and identify areas for improvement. For example, additional resources have been purchased in response to children's interests, such as construction tools in the pre-school room and dressing-up clothes in the toddler room. The introduction of regular meetings between parents and their child's key person enables parents to discuss their child's progress and express their views. It also provides a clear overview of children's next steps in learning so they can be supported effectively and consistently both in the setting and home environment. Robust recruitment, induction and performance management ensure that practitioners are suitable as their strengths are valued and recognised and targets set that identify areas for improvement.

Overall, practitioners have developed effective relationships with a range of professionals, such as local schools and local authority development workers. This has enabled them to make extensive improvements to their systems for monitoring and evaluating children's progress and support their transition to school. However, there is scope to develop partnership working with members of the community. This helps to support children's understanding of the value and roles of other professionals and groups within the local community. Partnership working with parents is good. Effective communication ensures that all parents are kept fully informed of their children's day. Parents' views are sought through discussions, written comments and questionnaires. Photographs are also readily available to illustrate the breadth of activities that children are actively involved in throughout their time at the setting. Parents speak highly of the progress their children are making and how they liaise closely with practitioners to support their children's learning.

All practitioners have a secure knowledge and understanding of how to protect children in their care. They have attended recent safeguarding training, ensuring that they are well aware of the relevant procedures to follow, in event of any child protection concerns arising. Practitioners are committed to providing an environment that is welcoming, safe and stimulating where children enjoy their learning and develop their confidence. Every child is fully included and receives a happy and enjoyable experience that secures their future learning. Practitioners have developed and enhanced their systems for identifying and assessing possible risks. They take effective steps to prevent accidents, while enabling children to have freedom to explore and learn safely. For example, daily checks of the premises are conducted inside and out and any potential hazards removed.

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	EY429382
Local authority	Bolton
Inspection number	910062
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	112
Number of children on roll	65
Name of provider	Riyaz Atcha
Date of previous inspection	17/01/2012
Telephone number	07930989538

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, 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.

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

