

Shooting Stars

168 Lower High Street, Stourbridge, DY8 1TT

Inspection date

24/04/2013

Previous inspection date

15/10/2012

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 are actively engaged in stimulating and interesting learning experiences, which enhance their critical thinking and imagination.
- Children become engrossed in story sessions, which are full of excitement and fun, developing their interest in spoken and rhyming language. This enhances their speaking and listening skills.
- The outdoor environment is used effectively to create exciting learning opportunities. For example, children delight in experimenting with mud in the outdoor kitchen.
- Children benefit from strong and supportive relationships with staff, which helps them to feel safe and secure. In this way, they separate happily from their parents on arrival and build firm friendships with other children.
- Parents are highly valued as partners and are given significant opportunities to become actively involved in all aspects of their child's care, learning and development. This supports children's emotional well-being.

It is not yet outstanding because

- Children are not always encouraged to extend their mathematical thinking to count, measure and weigh the different objects and unusual materials, used in their imaginative, investigative play.

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.

Inspection activities

- The inspector observed activities in the children's playrooms and the outside learning environment.
- The inspector held meetings with two managers of the provision and spoke to staff and trainees during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents, carers and children spoken to on the day and of information included in the nursery's own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Shooting Stars was registered in 2009 and is on the Early Years Register. It is situated in Stourbridge town centre and is one of three settings privately owned and managed by Shooting Stars Nurseries LLP. The nursery serves the local area and is accessible to all children. It operates from five rooms on two floors in an old converted Georgian building. There is a fully enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 144 children attending. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to explore the properties of objects and unusual materials, by encouraging them to describe, count and compare shapes, weight and measure during their investigative play.

Inspection judgements

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

Staff provide a stimulating and interesting learning environment, which engages children's active learning. They fully understand the value of practical play opportunities that enhance children's critical thinking and imagination. In this way, children of all ages freely explore their surroundings and develop their own ideas. For example, babies show high levels of curiosity and interest as they move around furniture to access toys of their choosing. They respond with bright smiles and chuckles to games of 'peepo', and develop the confidence to try new things as they crawl through the long tunnel. They receive good levels of support from adults who respond quickly to their changing needs and interests. As a result, these children develop secure relationships, which helps them to explore independently and interact with others.

Younger children enthusiastically take part in creative activities. They use their hands and a wide range of other tools to make marks and patterns, as they roll, pat and print paint onto paper. This helps them to gain good control over their fine movements and to

develop their sensory awareness. Their creativity is 'celebrated' through displays of their artwork on canvas prints, developing a sense of pride and achievement. Furthermore, their prized creations are used to raise funds for a local charity, helping children to develop a sense of community by contributing to worthy causes.

Story sessions are a source of fun and enjoyment, in which older children become engrossed. They listen carefully to stories, repeating familiar words and phrases with delight and enthusiasm. This enhances their communication and language skills by enabling children to identify and use different words and rhyming sounds. In addition, it develops their interest in reading for pleasure.

The outdoor 'mud kitchen' sessions are an active and exciting stimulus for developing all areas of learning. Small groups of children are encouraged to explore changes in the natural environment, as they add water to dirt to make increasingly splashier puddles. They discover what happens if they sink their wellington boots under the muddy puddle, developing a sense of awe and space. They select their chosen containers to fetch and carry more water from the tap, gaining good control over their coordinated movements. They develop the skills of negotiation and turn-taking, as they discuss who will use the outdoor microwave next and how long it will take to finish their 'cooking'. They are beginning to recognise numbers in the environment as they press the digital number pad. However, they are not always encouraged to extend their mathematical thinking by, for example, counting, measuring and weighing their mud pie ingredients. Staff are effective practitioners, paying close attention to how children engage in activities. They initiate children's thought processes by asking open-ended questions, such as 'what happens if?' and 'how can you?'. This prompts children to investigate, explore and express their own thoughts and ideas. As a result, children clearly demonstrate the characteristics of effective learning in their self-chosen and adult-guided play.

Observations and assessments are skilfully conducted by knowledgeable practitioners. Key persons work closely with each child's parents from the onset to ascertain children's starting points. Successful 'parent partnership meetings' complete this transition process, when children are ready to move between rooms and to school. This enables each adult to plan effectively for children's next stage of learning, both within the setting and at home. Children with special educational needs and/or disabilities receive close and supportive attention, so that they can take a full and active part in all activities. Consequently, their skills and abilities are enhanced. This ensures their consistent progress towards the early learning goals.

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

Staff build strong and trusting relationships with each child in their care. This helps children to form secure attachments and to separate happily from their parents. Children form firm friendships with each other. They show attitudes of care and consideration in their body gestures and friendly language. For example, young children offer gentle hand pats and cuddles to comfort others if they are feeling tired or upset. Older children invite each other to join in with their self-chosen games. They engage in enthusiastic conversation with visiting adults, as they talk freely about what they like and can do when

they are at the nursery. This demonstrates their growing confidence and independence in a variety of situations.

Staff organise the nursery effectively, so that children can explore their surroundings safely and with interest. As a result, babies show increasing levels of curiosity and independence as they move around the room. They use well placed low-level furniture to hold onto, as they gain increasing control over their physical movements. Younger children have good access to a wide range of toys and equipment, which includes sound shakers, brightly hanging mobiles and different coloured and textured materials. This develops their sensory awareness. Older children choose to play indoors or to go out into the garden. This helps them to take responsibility for their own play. Consequently, children behave well and feel comforted and reassured in this supportive environment.

Staff help children to value difference and diversity, by demonstrating respectful and tolerant behaviour towards others. Children experience a broad range of activities and events throughout the year that help them to understand the world around them.

Children develop a good understanding of how to stay safe. For instance, they know that they must be careful when playing on the bikes outdoors, so that they do not bump into others. They follow good hygiene routines and are offered healthy and nutritious meals, which they tuck into with relish. They know that by keeping themselves clean and by eating healthy food, they will 'grow strong' and 'not get poorly'. They enjoy regular fresh air and exercise throughout the day, balanced with periods of rest and relaxation. This establishes good foundations for leading a healthy lifestyle.

Children transfer to their next room and to school with confidence and keen anticipation, because highly effective transition arrangements work successfully. Staff work closely with each child's parents and other childcare and educational professionals to establish positive and supportive relationships at this important time. This creates an inclusive environment for all children.

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

The educational programmes are well managed and delivered. Staff demonstrate a secure understanding of the seven areas of learning. They use their knowledge and expertise very well to plan a broad range of stimulating activities, which motivate and engage children in active learning. Observation and assessment tools are skilfully used to identify each child's learning style and needs. In this way, staff can plan effectively for each child's next steps. Consequently, all children make good progress towards the early learning goals.

Safeguarding procedures are robust. Strong recruitment and vetting processes include rigorous checks to ascertain the suitability of each member of staff working with the children. Staff confidently describe what to do if they have concerns about a child's well-being and how to protect themselves from an allegation of abuse. Consistent and regularly reviewed policies ensure that all staff are kept up to date with current regulations and

requirements. This includes strict guidance to prevent the inappropriate use of mobile phones and cameras within the nursery. Furthermore, closed-circuit cameras are used effectively to monitor and review how safety procedures are implemented. As a result, children are kept safe and protected from harm and neglect.

The management team work effectively with the staff group to ensure consistency in policy and practice. They encourage a strong team-building ethos, with the emphasis placed on professional training and conduct. Consequently, staff feel valued and supported and are keen to share their expertise and skills with others. This fosters an atmosphere of pride and achievement. Likewise, any areas of weak practice are quickly identified and reviewed through an effective appraisal and disciplinary process. This ensures that staff retain their professional skills and understanding. In addition, staff are recruited to take on new roles and responsibilities, such as a designated health and safety officer, in order to establish and strengthen safety and supervision procedures within the nursery.

Self-evaluation is valued as a positive development tool. Managers pay careful consideration to the views of parents, children, staff and other professional organisations when reviewing their practice. This leads to effective development plans, with targeted strategies to enhance the provision. For example, following staff changes, children became more energetic and vocal about what they like to do. This has resulted in a greater focus on continuous outdoor provision. This enables children to exert their energy through active play outdoors and to develop their physical skills. Consequently, they become ready for more focused concentration during their indoor play and learning. Plans for further improvement lead to strong community partnerships, supporting the two year progress check. This improves outcomes for children with identified needs by establishing appropriate interventions from an early age. Recommendations from the previous inspection have been successfully addressed. This has resulted in effective liaison with parents about their child's learning and development at home. Staff have also developed new and innovative ideas to expand the range of outdoor play experiences, maximising opportunities for children to be active and explore.

Highly effective parent partnerships are fostered from the onset. Staff value the views of parents at all stages, engaging them fully in the observation, assessment and next steps planning process. Parents are welcome participants in the forum meetings, which enables them to contribute their views, ideas and suggestions to the organisation of the nursery. Verbal and written comments received from parents and carers are very positive and complimentary. For example, they are pleased with the safe care and close attention that their children receive. They recognise the value and importance placed on their child's individual learning journey and praise the contribution that staff make to their child's growing independence and enjoyment of activities. This successfully fosters children's emotional well-being.

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	EY392718
Local authority	Dudley
Inspection number	911846
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	144
Name of provider	Shooting Stars Nurseries LLP
Date of previous inspection	15/10/2012
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, 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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