

Shooting Stars Nurseries

281 Stroud Road, GLOUCESTER, GL1 5LB

Inspection date

Previous inspection date

02/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 use a well-resourced learning environment which helps them make good progress in their learning.
- Staff keep parents well informed of their children's progress which ensures consistency in meeting their needs.
- Staff implement good policies and procedures which help to support the safety and well being of children.
- Staff have developed very strong relationships with children and this supports children's developing confidence and independence.

It is not yet outstanding because

- Staff do not fully support the development of children's early writing skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with parents and took account of their views.
- The inspector spoke to the children and staff.
- The inspector made a number of observations of activities, including undertaking a joint observation of an activity with the manager.
- The inspector reviewed a sample of the nursery's documentation.
- The inspector held discussions with the manager, the area manager and the deputy manager.

Inspector

Edgar Hastings

Full Report

Information about the setting

Shooting Stars Nurseries at Gloucester was registered in 2013 and is one of three nurseries run by Shooting Stars Nurseries. The nursery operates from a large converted house on the outskirts of Gloucester city centre. It opens each weekday from 7.30am to 6.30pm all year round, except for bank holidays. Children are cared for in age-related groups. There are three base rooms for children under two years, an office, milk kitchen, toilet and nappy changing room on the ground floor. Toddler and pre-school rooms upstairs include two large base rooms with separate toilet facilities. All children share access to an enclosed garden area with a fenced baby area, vegetable patch and grass and hard standing surfaces for outdoor play. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. Currently, there are 61 children on roll. There is a team of 11 staff to work directly with the children, and a part time cook. The nursery is able to support children who may have special educational needs and/or disabilities, and children for whom English is an additional language. The manager and deputy manager are qualified to National Vocational Qualifications (NVQ) at level 4, seven staff are qualified to NVQ at level 3 and one member of staff holds an NVQ at level 2. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- Extend opportunities to enable children to improve and develop their early writing skills.

Inspection judgements

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

In the short time the nursery has been open it is quickly gaining a strong reputation among parents for the good provision it affords young children. The converted property provides a high quality learning environment with light, airy and well furnished rooms. These are equipped with good quality furniture and resources for learning. The spacious accommodation is utilised effectively to meet the needs of the different age groups of children under five years of age. The spacious outdoor area was designed using some of the children's suggestions and ideas. Staff use it to develop areas of learning for all age group. A fertile vegetable plot and a chicken coop are among some additional features provided to engage children in learning from first hand experience. Staff welcome children warmly on their arrival, who quickly go to activities that are set out for them. This shows

their confidence and understanding of the routines. Parents stay to settle the newer children and staff talk to them reassuringly helping them become interested with activities and toys.

The education programmes are planned daily and weekly to meet each individual child's needs, and carefully monitored in order to identify children's next steps in learning. Regular observations of children are made by the key person who also makes an assessment of their progress. Information shows that children are making expected progress for their age and stage of development. Children who do not speak English as their home language make good progress due to the high level of support staff offer them. Staff use common words in children's home languages to communicate with them and this helps the children to successfully integrate into the nursery. Children with special educational needs and/or disabilities show improvement from their starting points through the specially targeted support they receive.

Staff know their children well and establish strong trusting relationships with them. Staff engage well with children to encourage children's involvement in activities, and reassure them when they become upset. For example, in the baby room attractive and sensory toys and resources are used to distract and get children to focus their attention and to enjoy interaction with adults and other children.

Toddler group children enjoy play in the outdoor area. They investigate the water tray with its range of brushes and rollers. Staff support their learning through using key vocabulary such as 'splash' and 'bubble'. Other children observe the young chickens in the coop and talk about how they hatched from an egg. Staff steer the conversation to talk about the effect of food on growth and use language skilfully to help develop children's understanding. Children take pictures with a digital camera so they can share their experiences with others. Some children use large construction equipment including poles and planks imaginatively to create a boat which they pretend to row. Children enjoy being outdoors and sharing in play with other children and adults, and the sound of much laughter confirms this.

Staff provide a good range of interesting topics for the pre-school group with evidence of their involvement displayed on the walls. They learn about the planets and the solar system, and look at life cycles of frogs and other insects to develop their understanding of the natural world. A range of good quality resources supports their interest and progress. Small muscle development is encouraged through modelling, cutting, shaping and moulding play dough, as well through using a range of small tools, pencils and crayons. There is a writing area that helps children to develop their early writing skills. However, there are few opportunities elsewhere in the nursery for them to practise making marks and writing. Number skills are building well and reinforced and used regularly at every opportunity. This is evident during a cooking activity as they count out quantities of different ingredients, and use scales to weigh them. Children enjoy learning and the interesting activities the nursery is providing for them. They are growing in confidence and show good conversational and personal skills as they talk to adults and to one another during activities.

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

Catering for children's specific needs is a clear focus for the nursery. Detailed discussion with parents provides vital information on starting points for children. Information is shared on likes and dislikes, favourite toys, feeding routines and any allergies or health issues. Settling in sessions with parents are successful in helping new arrivals to feel comfortable in their new environment. Discussion with key persons at handover times keep parents up to date on their children's experiences during the day.

Staff form trusting relationships and children develop confidently because they feel secure in the nursery environment. Once the children are settled parents leave confidently because they know their children will be cared for well. The nursery ethos encourages positive attitudes and children exhibit good behaviour as a consequence. Children learn to take turns and to share with others, and to make their own decisions and choices. They show developing levels of independence because they are encouraged to have a go at doing things for themselves, such as seeing to their own personal needs, dressing for outdoor play, and serve themselves at snack and lunch time. Good hygiene procedures are followed to protect children from the spread of infection, and children are aware of when they need to wash their hands.

A healthy eating programme is in place to encourage children to adopt a healthy lifestyle. The balanced and nutritious meals are cooked on the premises and are popular with most children. Menus rotate over a four weekly cycle and are displayed prominently for parents' information. Healthy snacks include fruit, pitta bread, cracker biscuits and milk. Children enjoy snack time socially as they sit and chat to staff and other children, including about the benefits of healthy eating. Children benefit from opportunities to be active and to run around, climb and balance or ride wheeled toys and tricycles. Children develop cultural awareness as they celebrate different festivals during the year, such as the Chinese New Year, and Easter, and taste different foods related to them.

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

There is a strong staff team who support children's welfare and learning through well planned and established procedures. Staff take steps to provide a safe and secure environment where children learn enjoyably through well-planned activities. The premises are secure and protected by closed circuit television cameras which are monitored regularly. Regular fire drills are held so that children are familiar with evacuation procedures. Children are well supervised as the required ratios of staff to children are met. All staff receive training in safeguarding and child protection, and know the procedure to follow in the event of concerns being raised. A clear policy on the use of mobile phones and cameras is understood by staff. Strict recruitment procedures are followed, including criminal record checks and references, to ensure the suitability of prospective employees to work with young children. Staff who handle food have received food hygiene training, and an appropriate number of staff have completed paediatric first aid training. Staff complete regular risk assessments to ensure resources, equipment and the premises,

including the outdoor area, are safe for use at all times. Staff complete risk assessments for outings, for example when children are taken out for walks in the local area.

The manager has received training in the Statutory Framework for the Early Years Foundation Stage and has shared this with all staff through in-house training. The staff update their skills following appropriate training courses linked to appraisal interviews. Key workers make frequent observations and these are recorded in children's learning journey folders, so that children's progress is checked and assessed regularly. The manager oversees children's progress through regular monitoring, to ensure individual and groups of children are making expected progress. Staff hold planning meetings to devise interesting and enjoyable activities and to ensure children's individual needs and interests are being met.

The nursery makes good use of self-evaluation to identify its strengths and any priorities for development. Staff are fully involved in the process and parents views are regularly sought. Using and developing the outdoor area has been identified as an issue and children's ideas included to ensure it meets their needs. A strong partnership has been established with parents who are very positive about the quality of provision and care their children receive. They particularly like the very effective communication processes the nursery have put in place to keep them informed about their children's progress. In addition to the daily chats they appreciate the electronic communication by email, and access to their children's activities through web cameras. The nursery seek parents' views through newsletters and questionnaires, and has recently established a parent liaison group as a forum for consultation. Effective links with external agencies who provide support for children with special educational and/or disabilities have been established, and with the local family centre which provides support to parents and families. Good partnership working has been established with local primary schools to where many of the children will transfer in the autumn. Staff share information and arrange visits to help children move on successfully.

The Childcare Register

The requirements for the compulsory 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	EY457576
Local authority	Gloucestershire
Inspection number	900810
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	76
Number of children on roll	61
Name of provider	Shooting Stars Nurseries LLP
Date of previous inspection	not applicable
Telephone number	07811156308

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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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