

# Shooting Stars Hinckley

The Chestnuts, 25 Mount Road, HINCKLEY, Leicestershire, LE10 1AD

## Inspection date

Previous inspection date

30/09/2013

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

- The partnership with parents is effectively managed as staff are skilled in sharing relevant information regarding child development, ensuring that children's needs are met.
- Children learn very well in an enabling, well-resourced environment that fully promotes their independence and creativity.
- The nursery is led and managed very effectively. The manager and her deputy strive for continuous improvement of the provision.
- Children make good progress, their development is well-monitored and their next steps in learning accurately identified and very well planned for.

### It is not yet outstanding because

- The programme of professional training is still being developed to ensure that all staff have the opportunity to improve their already good skills and knowledge.
- Systems to ensure children's care and continuous learning and development are still evolving as children transfer rooms within the nursery and move onto school.

## 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 the children playing indoors and in one of the gardens.
- The inspector took account of views of the parents spoken to on the day and written information included in the children's learning journal records.
- The inspector looked at a selection of policies, planning documents, children's records and their learning journals and the provider's self-evaluation form.
- The inspector spoke with the manager and her deputy, practitioners and the children throughout the inspection.

## Inspector

Cathryn Wilkinson

## Full Report

### Information about the setting

Shooting Stars Nursery was registered in April 2013 on the Early Years Register. It is situated in the refurbished premises of a period building with modern extension in the Hinckley area of Leicestershire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from four rooms over two floors and there are two gardens available for outdoor play, a sensory room and a soft play area.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. They also employ their own cook. The nursery opens Monday to Friday for 52 weeks a year. There are currently 54 children on roll. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions to meet the needs of the families.

### What the setting needs to do to improve further

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

- consider ways to extend the programme of professional development for staff by providing additional training to enhance their already good practice
- strengthen the arrangements to support children's transitions both within the nursery and school, in order to ensure all children are well prepared for the next stages in their learning.

## Inspection judgements

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

Practitioners have a positive impact on children's learning and development at this very welcoming nursery. Children are starting to make good progress in relation to their starting points and ability, the length of time they have been at nursery and how often they attend. Practitioners build on the useful information gathered from the parents about care and learning. The nursery is developing very close working relationships with parents and works hard to ensure they are meaningfully involved in their children's learning.

The key person carries out initial assessments of children on entry through observing them at play during settling-in sessions. Photographs of the children playing and learning enhance the observations. Often these are of a sequence of events that clearly captures learning. All of this information enables the key person to set children's next step in

learning and plan for it. Key persons know individual children very well and so planning is devised around children's main interests. This harnesses their interest and promotes children's good progress towards the early learning goals. The key person ensures there is a balance between adult-led and children's own play initiated by themselves. An example was seen in response to children's interest in the popular children's story of a girl and three bears. Practitioners led a mixing activity to make porridge. Children had opportunities to stir porridge in a variety of sized bowls, with a variety sized spoons, observing changes in porridge oats as water was added. Children were excited and wanted to explore the open-ended activity.

The nursery's assessment and planning arrangements are designed to reflect the requirements of Leicestershire County Council tracking systems. Managers and practitioners have incorporated their own ideas in to this system. Summarised progress is shared regularly with parents and becomes part of the children's learning journal file. The children are extremely proud of their files and can access them independently, sharing them with others. Included are photographs of their family members. For example, a printed email includes a series of photographs of activities a child was involved with during the last weekend.

Children enjoy an interesting range of experiences, which engage and challenge them. They relish the opportunity they have each day to take their learning outdoors. A system is in place for children who are playing in the upstairs rooms to indicate that they want to play outside. Sometimes a small group will then go outdoors, at other times all the children will be encouraged to learn outdoors. Outdoors they have access to large gardens. They can plant vegetables, dig, mix water and soil in the mud kitchen, sit and share books, play in home-made dens. Some children ride tricycles, others weave pushchairs round the paths successfully negotiating obstacles in to spaces.

Each of the four rooms is organised to support the ages of the children. All have access to a wealth of high quality resources which are thoughtfully stored allowing children independence to access them. Babies were observed exploring a selection of easy to hold musical instruments. In the pre-toddler room a child was involved in the home corner setting out food for her three babies. She spoke on a telephone and then continued caring for her babies. The furniture in the rooms is replicated but as the children reach pre-school the size is larger. The pre-school children access a large interactive board. Children are competent at using an electronic tablet and take photographs of favourite activities during the day. Literacy and numeracy is evident throughout all areas of learning in the pre-school room, it is a rich print environment.

Opportunities for learning are planned but can be spontaneous or part of everyday routines. Children eat healthy snacks and were observed preparing apples, pears and plums. They chopped and peeled the fruit, talked about the size, flavours and textures of the fruit. Individual children discussed their preferences as they shared the fruit together. Once they had finished their snack they were observed scraping and stacking their bowls before washing their hands again. On another occasion children successfully spread cream cheese from small tubs onto crackers. The nursery have their own cook, she shares menus and recipes with all the parents. Recently managers have arranged to purchase food from a local butcher and greengrocer. The children take part in many activities to

help them understand the world in which they live. Recently a walk to the shops in town to buy fruit as described in a story book, included using a cash machine, paying for the fruit, receiving change and then to learning all about the fruit.

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

All of the rooms are fully air conditioned to ensure a comfortable environment for children and the practitioners. Children have access to two gardens. The younger children have direct access to the outdoors and are working to create a free flow system. Parents support daily outdoor play and provide their children with appropriate outdoor clothes and foot wear. The vegetables, such as, sweet corn, peas and beans that have been grown are harvested and the nursery cook has prepared them for eating at meal times. The children have experienced changes as they observe fallen apples from a neighbour's garden. Other apples have been picked from the tree to cook and make crumble.

All practitioners aim to provide a relaxed and welcoming environment for children and their parents. Children form appropriate bonds and emotional attachments with practitioners, especially their key person. Regular communication with their child's key person enables the nursery to plan for and record children's progress supporting them to flourish. However in practice all practitioners know all the children very well. The parent's provide a wide range of personal information about their individual child which supports them in the nursery. The warm welcome that is extended to children and their parents each day provides children with an easy transition from their parents' care. At the end of their sessions, information is shared, including care routines, issues addressed and time is given for children to be collected.

No children have moved rooms within the setting. Staff are starting to develop a system to manage this transition in order to make it work for the individual child and their family. School transition has not directly taken place either. Practitioners are hoping to invite and involve schools in transition for a current group of children in pre-school, to ensure the children are well prepared for their next stages in their learning. Some children attend another setting and link books for those children are in place. This means information can be shared to support that child's welfare and learning. An overview of a child's week is stored in their learning journal file. Parents may choose to record such events as swimming or dance lessons, days spent with their grandparent's or at a childminder. All of this information supports the well-being of the child.

The furniture in all the rooms is replicated but as the children reach pre-school the size is larger. This supports transition for all of the children as they move through the rooms. Children develop independence as they learn to manage personal hygiene routines. A good example of supporting toilet training in the pre toddler room is having a full size toilet and a step to access it. The managers see that this will be like toilet training at home. As the children get older they use child-friendly toilets and wash basins independently.

Practitioners are quick to praise and build self-esteem, and as a result, children are developing self-confidence to participate and experience a wide range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the pre-school. A child said to the inspector that he was 'using his gentle hands'. He further explained that this is what he has to do in the nursery. The rules of the nursery are few and written in positive children's language. These rules are shared with parents and one parent commented that she also used these rules using the same language effectively at home. Each room has a poster displaying the rules. In the toddler room a practitioner had enhanced this by including photographs of the children engaged in the positive behaviour.

The children enjoy playing in the soft play room. Water bottles are available as the children enjoy physical play and notice their hearts beating faster and they feel hot. The opportunity to experience a different environment in the calm of the sensory room, provides opportunity for a focused group time with their key person. Children learn to make a positive contribution to the nursery, for example, tidying away after themselves both at meal times and at play times.

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

Leadership and management are very good because there is a strong commitment to providing a high quality provision for all children. The manager and her deputy have a shared vision for the nursery and work well together. They are further supported by an area manager and owner who visit frequently. Those in charge have a very clear understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. In the short time the nursery has been opened they have worked very hard to ensure they are offering a quality service. The manager and her deputy monitor the levels of planning and assessment for all children and make sure that records are up-to-date. This means that the nursery offers a broad range of experiences to help all children to progress towards the early learning goals. The manager understands her overall responsibility and ensures safeguarding and welfare requirements are implemented. Practitioners have all undertaken the required safeguarding training and are aware of the procedure to follow should they have any concerns about a child in their care. Parents are advised of the nursery's policy and have further information on a noticeboard. The manager reviews information on the local authority safeguarding board website to keep up-to-date. Children's safety is given very high priority. Regular risk assessments are undertaken and routinely reviewed. Children show they feel safe and secure as they move around the environment taking care to walk carefully but with confidence down the steps to the garden.

Robust systems are in place to appointment practitioners who will support the ethos of the nursery and are suitable to work with the children. A system of induction, supervision meetings and reviews, which include questionnaires for staff, is now becoming embedded in management practice. This ensures practitioners feel valued and supported. All

practitioners are enthusiastic and their passion for their work is evident in their daily interventions with the children, they are keen to confidently share their achievements with the inspector. For example, one practitioner showed the inspector chatter boxes she had made for the children. The children take the resource home so it can be used with parents giving them ideas to promote talking together with their child. Practitioners are competently monitored and supported by the managers. The organisation places an emphasis on continuous professional development. However limited training opportunities have arisen so far to improve practitioner's skills and ensure that they continue to improve their already very good practice.

Partnership with parents is a strength of the nursery. Parents appreciate the open door policy and different methods of communication offered by the nursery. This includes viewing the web cameras, daily emails, access to social network sites, newsletters as well as written diaries and/or feedback sheets and verbal comments. Written reports are discussed together with parents and their children. This gives the parents the opportunity to complement learning at home and to work together. A practitioner said that she had never worked in a nursery where parents have been so involved in their learning. A parent's liaison group has been set up giving the parents further opportunities to be involved with the nursery. Parents spoken to are extremely complimentary about the nursery, expressing a high regard for the practitioners and their provision. One parent spoke about how excited her child was to come to nursery and she had noticed a big improvement in his development. Another said she had recommended the nursery to her friend and said that all the staff are fantastic. Opportunities for parents to join the children at events, such as, stay and play, den building, gardening and the local town carnival enhance both the learning for the children and foster relationships. Grandparents are also included in these events.

The nursery promotes partnership working and is developing relationships with local schools, the church and dentist who are their neighbours. A link has been made with an antenatal group and as a result they will be holding their baby massage class in the nursery. Other links have been made with a hairdressing practice to offer services to families.

## 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

<b>Unique reference number</b>	EY459929
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	911278
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Shooting Stars Nurseries LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01455 233636

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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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