

Shining Stars

Vocational Education & Training, 6 Randal Street, BLACKBURN, BB1 7EG

Inspection date	11/10/2013
Previous inspection date	11/01/2013

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

- All staff place high importance on children's welfare and safety. Effective policies and procedures are in place and implemented by staff. This means children are well protected.
- All children show they feel safe and secure in the nursery. This is because they have developed strong relationships with their key person and all staff.
- Partnerships with parents and other professionals are well established and effective in supporting children's individual needs.
- Staff have a confident knowledge of how young children learn and develop, which means that children make good progress in all areas of their learning.

It is not yet outstanding because

- Children's access to creative opportunities is restricted during celebrations, which means they do not have the chance to develop their own ideas.
- The small outdoor area is not developed sufficiently to ensure children's learning is 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.

Inspection activities

- The inspector spoke with the provider's representative, manager, staff, parents and children.
- The inspector looked around the setting, including the small outside area.
- The inspector looked at documentation including children's records, policies and risk assessments.

Inspector

Sandra Harwood

Full Report

Information about the setting

Shining Stars was registered in 2009 and is on the Early Years Register. It is one of four provisions owned by a private individual and is situated in a two-storey building close to Blackburn town centre. The nursery serves the local community and is accessible to all children. It operates from one large playroom and there is a small enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 6. It has additional support from a qualified teacher.

The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 58 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further the small outdoor area to enable all children to explore all areas of learning, for example, through the introduction of a small digging or growing area
- maintain children's access to creative materials at all times to develop their own thoughts and ideas.

Inspection judgements

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

All children and their parents receive a very warm welcome into the nursery. Children are happy and busy throughout their time in the setting. They progress well with their early learning because the staff have a good understanding of the Early Years Foundation Stage, along with a confident knowledge and understanding of how children learn. Children's learning records accurately identify their stage of development. Next steps are identified and successfully incorporated into planning, ensuring individual needs are met. Staff plan the daily routine effectively so that the children receive a good balance between child-initiated and adult-led activities. This means they enjoy purposeful play and receive effective support to move on to the next stage in their learning.

Comprehensive information is gathered from parents as their children enter the nursery. The 'all about me' booklet and discussions with parents enable staff to plan activities to help children settle. Parents continue to be involved in their children's learning through daily information diaries, input into children's learning records and coffee meetings where they have opportunities to discuss their child's progress. Staff further involve parents through special events, such as chapatti making for children and dads or performances by the children for their parents.

Children enjoy listening to stories read by staff and are keen to recall earlier activities and events, which they discuss confidently with staff. Staff support children's growing number skills very well as they use numbers for counting during their daily routines. This is further supported through incidental teaching, such as counting strings when children show an interest and begin to count. Staff support this well, encouraging children and assisting them as they reach numbers they are less familiar with. Children develop good levels of independence and self-care as they confidently tidy up and wash their hands before snack.

Children have access to a broad range of activities, including circle time. Here they demonstrate their good listening skills as they learn the days of the week, the weather and seasons, and staff encourage them to think about large numbers, such as the year. In key person small group time, children are encouraged to talk about emotions and learn the letters and numbers. During this time very young children spend time with their key person as they interact together, exploring the range of toys. Children come together for whole group time as they do action rhymes and activities where, for example, children learn about the different parts of their body. This also offers opportunities for children to be physical and demonstrate their knowledge of the importance of being physically active. Communication and language skills are developing well, because staff use a range of activities and opportunities that promote this area of children's learning. Staff are aware of the importance of supporting children who speak English as an additional language through using their home language to support their growing English. Children and staff sing nursery rhymes together and staff encourage children to sign along with them. Members of staff use every opportunity to introduce new words, encourage children to express their feelings and opinions, describe what they are doing or share information with others during group activities. For example, children tell each other about the new clothes they have for Eid or who they are celebrating this special occasion with. They respond to consistent praise at their attempts and achievements. They are confident and readily engage adults to join them in their play, or respond confidently to questions as to their likes and dislikes.

Staff plan activities which capture the children's interest and help them to learn, such as seasons and the weather, colours and shapes, and the world around us. Throughout the nursery children have continual access to a range of resources that promote their senses and learning. However, access to the creative table is restricted during special celebrations, which means that children's own ideas are not always supported. Children are enthusiastic and confident to try new experiences because the staff show interest in what they say, actively join them in their play and assist them with achieving their aims for activities. The children have good opportunities to learn about themselves, each other

and the world around them through a range of planned activities and resources that reflect positive images. Visits to the library and local park engage children and develop their understanding of their local community.

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

Children play in a safe, secure environment where staff are caring and attentive and are effective in maintaining relaxed atmosphere. Secure relationships with key persons and all staff enable children to become independent learners, secure in the knowledge their special person is on hand for reassurance if required. This enables children to be confident, have good self-esteem and ask for help when they need it. Children are forming positive relationships with others as they play cooperatively or independently as they become active and inquisitive learners.

Children are very friendly, polite and well behaved, because staff provide good role models and encourage children to share and take turns as they play. Staff challenge unwanted actions and they offer praise for positive behaviour. The children have good opportunities to learn about themselves, each other and the world around them through a range of planned activities and resources that reflect positive images. Children also use resources that help to develop their respect and awareness of the wider world, and families receive encouragement to share in special celebrations. As older children prepare for school, staff invite teachers in to meet the children. Fun ways to support children in this transition include bringing in packed lunches and having a dedicated school room area, where children explore the idea of school.

Children of mixed ages play together, with older children demonstrating their awareness of their younger friends and ensuring their safety when moving around the main playroom. Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children they know well. They sit sociably together and chat to each other or adults as they play and during their snack time. Children's health is well promoted through clear explanations and discussions about why it is important to drink milk. Since the last inspection, children now have daily access to the small outdoor area. However, at present this does not fully support all children in the different ways they learn. Regular walks within the local community further support their physical and social development.

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

Children are well protected by staff's good knowledge and understanding of their role in safeguarding children. This is further supported through the staff's understanding of the procedure to follow should a concern arise about a child in their care. Entry to areas where children play is via a locked door and by a member of staff checking this before opening. Staff and children's registers are in the entrance hall and monitored to ensure attendance is recorded on entry. Children are further protected as visitors have to sign in and identification is checked thoroughly. A rigorous recruitment and induction process ensures suitably qualified adults work within the nursery. This includes ensuring all staff

have the correct clearance. Policies and procedures are regularly reviewed to ensure that they are current and promote improvement and practice. These are implemented consistently and information for the exclusion of children with illness follows the Department of Health's recommendations. This information is shared with parents and on the notice board.

Comprehensive risk assessments with regard to repairs undertaken in the nursery clearly identify possible hazards and steps put in place to minimise possible risks. A discussion with the manager demonstrates her good understanding of promoting children's safety. Management clearly identify that adults who have not received the correct clearance do not enter areas where children play, unless well supervised. Staff demonstrate this awareness as they talk about prioritising children's safety through supervising them closely. Staff undertake checks on a daily basis to ensure the premises are suitable for the children's use. Most staff hold current first aid qualifications, and all the required information and consents have been provided by parents.

The nursery uses a range of self-evaluation documents to highlight strengths and set action plans for areas of improvement. All interested parties within the nursery have their views incorporated into this process. Parents spoken to on the day of the inspection were very complimentary of the staff and their practice. For example, 'warm', 'friendly' and 'helped my child settle really quickly', are just some of the comments.

Planning and assessment are monitored to make sure they are consistent. This ensures that there are a good range of experiences and activities to help the children progress in their learning and development. Practice and training within the nursery are supported through training and input from senior staff from other settings owned by the provider. Partnerships with parents and external agencies are well established and make a strong contribution to ensuring children's needs 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	EY387337
Local authority	Blackburn
Inspection number	938468
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	58
Name of provider	Riyaz Atcha
Date of previous inspection	11/01/2013
Telephone number	07930989538

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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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