

# Shining Stars

WESTERN PRIMARY SCHOOL, Rutland Road, Wallsend, NE28 8QL

<b>Inspection date</b>	13/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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

- Leadership is very effective. Children benefit from a stimulating range of activities and experiences to provide them with challenging opportunities to make good progress in all areas of learning and development.
- Children are happy in the setting. Flexible settling procedures help children to settle quickly and develop a close bond with their key person.
- Children are well protected by robust risk assessments and safeguarding procedures, which ensure that they are always well supervised and cared for.
- Partnerships with parents are strong. The information they provide about their children contributes significantly to the staffs' success in accurately planning for and meeting each child's needs.

### It is not yet outstanding because

- Children's independent play and opportunities to make decisions are not fully supported outside as children are not able to access resources to enhance their play without adult support.

## 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 looked at all areas of the premises and equipment and observed activities indoors and out.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents spoken to on the day.

## Inspector

Pamela Nield

## Full report

### Information about the setting

Shining Stars was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery and out of school club operates from one room based in Western Primary School, Wallsend, Newcastle upon Tyne. The nursery also has access to the dining hall, gym hall and computer suite within the school. There is an enclosed area available for outside play.

The nursery is managed by a private provider and she holds a playwork qualification at level 4 and a childcare qualification at level 3. Seven members of staff work with the children, of whom one holds a qualification at level 2, three hold qualifications at level 3 and one holds a qualification at level 4. An Early Years Professional also works in the nursery. The nursery and club is available for children aged from two years and opens Monday to Friday from 7.30am until 6pm term time only. There are currently 38 children on roll. The setting supports children with special educational needs and/or disabilities and 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:

- maintain the existing high level focus on developing children's independence skills by providing accessible storage in the outdoor area in order for children to be able to select resources to enhance their own play.

## Inspection judgements

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

Children make good progress in their learning and development as staff have a thorough understanding of the Early Years Foundation Stage and how young children learn. They are motivated to learn because staff have high expectations of how well they will progress and good interaction supports their development well. Staff gather relevant information about children from parents. This information is used to precisely establish children's starting points, individual needs and preferences and effectively supports consistency of care. Effective assessment arrangements are in place to accurately track the progress of each child. This helps staff to check that children are making good progress. This information is effectively analysed by the manager to assess the levels of children's attainment and progress. Staff plan adult-led activities based upon what they know about the children. As a result children are supported to develop their knowledge and understanding well. A constant two-way flow of information between staff and parents ensures that staff are fully informed about the things that their key children are interested in and can do at home. Children's progress and any areas for concern are shared

informally with parents at the beginning or end of each session. This means all those involved in children's care are aware of their good progress.

Staff place a strong emphasis on the early development of children's social and emotional well-being, communication and language skills and their physical development. This helps children to make good progress in these areas and prepares them very well for future learning. Staff take every opportunity, when children are initiating their own play, to extend their learning and develop their language by talking to the children, introducing new vocabulary and asking questions to challenge their thinking. They skilfully use stories to support children's speaking and listening skills and to fire the imagination. For example a member of staff takes a group of children on a 'Bear Hunt' around the nursery. The children act out the story; the small group end up under a blanket in the home corner, safe and sound. A good selection of books are easily accessible and children enjoy looking at them, both independently and with others. Staff interventions are playful and timely. They constantly talk to the children, explaining what they are doing, which encourages children to link words and actions. For instance, as a child washes his tricycle staff say 'you're washing your trike, making it nice and clean'. The high level of interaction is largely responsible for the quick development of children's language skills.

The quality of teaching is good. Children benefit from a balance of child-initiated play and adult-led activities which are suited to their stage of development. The routine of the day is well organised and children are able to predict what is going to come next. Snack time is a social occasion where staff sit with a small group of children. Staff use snack time as an adult-led teaching time for the children. They are given the opportunity to develop their communication skills as they are encouraged to speak and listen in a small group. Children's vocabulary is extended with regard to naming the fruit they eat as children are given the opportunity to repeat the words in order for them to extend their vocabulary. Children choose their own water bottles and label them with their own photograph. They pour their own milk and share the fruit by slicing it themselves with small knives and placing it onto a sharing plate in the middle of the table. They are extremely competent at these tasks and are proud of their achievements which staff recognise through providing lots of praise and encouragement. Although this is a planned small group time it does not completely interrupt play as children are able to continue their explorations if they prefer. Staff talk to children about colour and size as they play. Children are exploring volume and capacity as they fill empty cones with water and soil as they play outside. Children with special educational needs and/or disabilities make good progress overall. There are well-established and effective procedures in place to tailor provision to a child's individual needs. The nursery works in close partnership with parents, carers and the school nursery staff so that each child is given an appropriate level of support. Therefore interventions are consistent across both settings. Partnerships with health visitors and other agencies are being developed as children's needs are identified. This ensures children are supported effectively and the staff implement appropriate strategies and interventions, consequently children's needs are met. All children benefit greatly from the strong focus on play and learning in the outdoor environment. They show enthusiasm and excitement during outdoor play as they take part in a range of activities and experiences. However, there is a lack of storage outside. Consequently, children rely upon staff to provide resources to enhance play. This impedes children from developing their independence and can prevent them from making their own decisions when playing outside. Children are supported to

enhance their physical skills, while playing in a safe way as they ride wheeled toys, tricycles, push and pull large vehicles and carry equipment. They manoeuvre in and out of obstacles. Children climb, crawl and run. For example, a child expertly guides his wheeled toy around the variety of obstacles in his path in the play area. A member of staff notices a younger child watching closely. She asks him if he wants to ride a toy. She supports him to achieve his goal by helping him to get onto the toy. Through her effective help and encouragement he began to move around, using his feet to propel the toy. His sense of achievement is tangible. Children explore materials, such as paint, shaving foam, sand and mud. They make marks using icing sugar, pens, pencils, crayons and chalks. Staff foster children's imagination well through the use of open-ended resources.

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

Staff have successfully created an exceptionally caring and secure environment where all children are warmly welcomed and feel extremely well supported. The very good relationship established between staff, parents and children begins when the staff first meet with children and their parents before they start attending the nursery. During this meeting, children's starting points and other relevant information is gathered from parents. This helps staff to make an initial assessment of children's capabilities, likes and dislikes and contributes towards their modifying of the provision to meet individual needs. As a consequence, activities are aimed at just the right level to challenge without overwhelming. The nursery is well resourced and very well organised. This enables children to make free choices from accessible resources indoors and fosters their independence and decision-making skills well.

Staff support children well as they move into the school nursery. Transition is very well supported. Children visit the school nursery several times and this allows them to become familiar with changes in staff, environment and routines. This means children are well prepared for the changes so they make a confident start in their next stage of learning. Equality of opportunity is a strength of the nursery. Staff work hard to ensure everyone feels valued, included and welcome. Staff praise children's efforts and accomplishments, promoting their growing self-esteem. They provide children with positive role models to follow because they are calm, friendly, considerate and respectful of others. Consequently, children behave well and there is a happy and positive atmosphere within the nursery.

Staff give children's care, health and welfare high priority. For example, children benefit from freshly prepared and nutritious meals, and enjoy the opportunities to play outdoors, which benefits their physical health. Children are asked to wash their hands before lunch, and staff provide simple explanations as to why this is important. This effectively promotes their understanding of personal hygiene. Those who stay for lunch are supported to serve their own meal. They enjoy a sociable family atmosphere where adults chat with them and consequently, children are supported to develop their self-care skills and their understanding of the importance of making healthy choices. Ongoing opportunities for taking calculated risks, such as when riding on wheeled toys and using a knife to slice fruit is always under very close guidance by staff. These ensure that children develop a keen understanding of potential dangers and of their own limitations.

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

The nursery is led by a motivated manager, who also works alongside staff with the children and has key person responsibilities. The staff team share a desire to provide quality care and all staff are dedicated to meeting the needs of the children who attend. The manager has a robust understanding of her responsibility in meeting the Early Years Foundation Stage learning and development requirements. Highly successful teamwork ensures that children's well-being is efficiently prioritised and the positive atmosphere contributes to a nursery that is warm and welcoming. A comprehensive range of policies and procedures are in place to assist in the smooth running of the nursery. These include comprehensive procedures for recruitment. This ensures that those working with children in the nursery are safe to do so. The policies are regularly reviewed to ensure that they continually meet the changes in legislation and are in line with current best practice.

The manager regularly monitors the delivery of the educational programmes and routine care practices. For example, a weekly staff meeting is held where planning for all children is discussed. This enables her and the staff team to monitor progress of individual groups of children in specific areas of learning. This helps to ensure that all staff are following policies and practice provides effective teaching to help children to progress. The nursery staff team evaluate their practice very effectively to identify areas for improvement. Self-evaluation is carried out routinely and a comprehensive development plan is in place to bring about continual progress. Staff take ownership of improvements to ensure they are completed and the manager oversees this. Parents' comments are highly valued. Staff ask parents questions for their views and comments. As a result, parents report that they are very happy with the nursery. They positively comment on the 'good range of activities that stimulate their children's interests' and the 'friendliness and enthusiasm' of the staff.

Partnership with parents and other early years professionals are a clear strength of the nursery. Parents are warmly welcomed into the nursery and are comfortable talking to staff, who show a genuine interest in their children. They are kept very well informed about activities through the comprehensive notice board and are encouraged to share their own observations of their children's progress. The nursery works extremely well with other agencies, such as teaching staff in the school, health professionals and the local authority. This ensures that all children receive support in line with their unique needs.

### 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY467413
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	934825
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Good Time Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07546512311

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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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