

Shining Stars Day Nursery

156 Illingworth Road, HALIFAX, West Yorkshire, HX2 9RX

Inspection date

Previous inspection date

20/02/2014

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

- Staff have a good understanding of how children learn and demonstrate effective teaching strategies. They know the children well and therefore, they respond to children's interests to provide stimulating learning experiences. As a result, children make good progress in their learning from their initial starting points.
- Staff have good relationships with parents, which means that they work together effectively to support the overall care and learning needs of the children.
- Very good relationships are established between children and their key person. Children are happy and settled because their key person supports their emotional well-being and individual care routines well.
- Children are safeguarded well and their ongoing safety is given a high priority. There are effective procedures in place for staff recruitment, induction and performance management. This ensures that children are safe and protected from harm.

It is not yet outstanding because

- There is scope to enhance the outdoor play area further to extend and support children's very good outdoor learning experiences.
- The structure of some planned sessions could be further enhanced to ensure very young children's individual needs are fully 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.

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 spent time in all areas of the nursery and observed staff and children in their base playrooms, the dining rooms and the outside play area.
- The inspector held a meeting with the manager and owner. Also, she talked to children and staff at appropriate times throughout the inspection and discussed children's progress with key persons.
- The inspector undertook a joint observation with the manager of a group activity that involved children making play dough.
- The inspector looked at a range of documents, including policies and procedures, children's learning records, evidence of staff suitability and their qualifications and safeguarding procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection and from written comments previously shared.

Inspector

Lindsay Dobson

Full report

Information about the setting

Shining Stars Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned provision and operates from a detached building in Illingworth, Halifax. There are children's playrooms and other facilities on two floors, plus enclosed areas for outdoor play. The nursery serves the local and surrounding areas and children attend for a variety of sessions. The nursery provides funded early education for two, three- and four-year-old children and supports children with special educational needs and/or disabilities.

The nursery opens five days a week from 7.30am until 6pm, all year round. There are currently 70 children on roll, all of whom are in early years age range. There are currently 11 members of staff working directly with children, all of whom have an appropriate early years qualification at level 2, 3, 4 and 6.

What the setting needs to do to improve further

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

- extend further opportunities in the outdoor play area to enhance and maximise children's outdoor learning experiences
- re-evaluate the structure of the dance session to further support the needs of the younger children.

Inspection judgements

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

The quality of teaching is good. Staff know the children well and clearly understand how to maintain their concentration and enthusiasm for learning. The good teaching strategies and the keenness of the children to take part in activities contributes to them making good progress towards the early learning goals. Staff carry out detailed observations of the children as they play and plan associated activities to meet their individual needs and interests. They track children's development and learning through detailed and regularly completed assessments. As a result, records are kept up to date with all the relevant information, which is contributed to by parents, who add information about what their child does at home. Children's development files are well organised and accessible. Parents meet with key staff to discuss their child's development and learning and help complete the progress check at age two years.

Staff play enthusiastically alongside children and talk to them about what they are doing.

They are clear about the aims of the activities they plan and understand how to challenge children through open-ended effective questioning. For example, they ask the younger children about the colours they see in the book, while the more able children answer questions about the play dough they are making. Children are confident in making the play dough as they do this each week. They show their knowledge as they use the recipe instruction cards displayed on the wall, count out the cups of flour and salt and mix in the water. They receive praise and support from the staff and this helps to develop their social skills as they demonstrate patience and turn taking with their friends. Staff provide a good balance of child-initiated and adult-led play. Children have free access to a very good range of resources to support their learning in all areas through self-chosen play within their base rooms. However, there is scope to enhance further the resources and their use in the outdoor environment to fully support children's learning experiences in this area. There are good opportunities within the setting for children to develop their physical skills. In the baby room, very young children crawl and climb up the small steps before enjoying the slide down the other side. All children take part in a planned dance session with a dance teacher coming into the nursery each week. During these sessions, children enjoy expressing themselves to music, moving their bodies and playing and recognising the different rhythms in the music they hear. Children's listening skills are also promoted as they listen and respond to the instructions of the teacher and those they hear on the compact disc. There is, however, room to re-evaluate the dance session for the very young children to ensure they gain the most from this time and their individual needs are fully met. Experienced staff support children's all round development in each activity. For example, as children enjoy a game of pictures dominoes, staff ask them questions encouraging their critical thinking. As children get the game out, staff ask the children can you remember how many dominoes each player needs? Children then count them out ensuring each player has the same. Children develop their vocabulary as they talk about the animals on the dominoes and ask their friends and the staff if they have a matching picture to their own. Children say 'Have you got a horse, a pig, a cow and a duck?' Children know to lay the matching pictures next to each other and receive good praise from the staff, which supports their developing self-esteem and confidence. As more children eagerly join in the game, they chat about the colours of the animals, the noises they make and how many of each animal they can see. The quality of teaching, fun activities and the staffs' knowledge of the children they care for, supports the good progress they make across all areas of learning.

Staff support children's readiness for school by helping them to become confident and independent learners. Partnership working with parents is very good and parents speak very positively about the 'friendliness of the staff', the 'good communication' and they make positive comments about 'how well their children are progressing since starting'. Various methods are used to keep parents well informed of children's ongoing development and achievement. On arrival and at collection times, staff take the time to speak with parents. At this time, they share information between them about what children have been doing and the next steps in their learning. This gives the parents the opportunity to add their own comments and ideas, especially around potty training, personal skills and current interests. Parents provide initial information on entry about children's care and welfare needs and staff find out what children know and can do. This ensures that clear starting points in children's learning are obtained and ongoing planning effectively supports the next steps in their development.

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

The nursery is very warm and welcoming with a spacious, open feel. The babies play area is cosy, calm and well equipped to meet the needs of the younger children. Babies are held and cuddled closely by staff, so that they feel safe and secure. They smile and vocalise when they are spoken to and make lots of eye contact with their key person and other familiar staff. Children enjoy playing peek-a-boo games, while looking in the mirror or hiding behind toys. Their walking skills are effectively supported through staff encouragement and by providing them with walking rails, for example, along the wall mirrors. There is ample space for all children to move around freely indoors and staff engage them in physical play outside by encouraging them to dig in the mud kitchen, ride wheeled toys, climb and balance. The key person system is firmly established. The relationships between staff and children in all areas of the nursery are very strong. Parents' comment that staff, 'provide a friendly and welcoming atmosphere' and 'give children individual attention and listen to their needs'. As a result, children form a close bond and secure attachment with their key person and this effectively contributes to their emotional well-being and sense of belonging.

Children learn to keep themselves and others safe. For example, they help to tidy away toys at set times during the day, take part in fire drills, so that they understand what to do in an emergency and they learn about road safety through planned activities in the outdoor play area. Staff are trained in first aid and they consistently implement good hygiene practices, such as when changing nappies or serving food. This safeguards children's health and well-being. Children benefit from eating nutritious snacks and healthy meals. The nursery chef ensures that all meals are freshly cooked and has achieved a five star award from the environmental health. Staff support children's understanding of healthy eating by talking to them about what food is good or bad for them and by sitting alongside them during meals and snacks. This helps to promote discussion with children about healthy eating and a healthy lifestyle.

Staff promote children's independence very well and help them to become independent in their self-care and eating habits. Babies are given a spoon to help to feed themselves and older children serve their own meals from tureens and pour their own drinks. Children learn to put on their coats and change their shoes or wellington boots and learn how to fasten their zips and do up buttons. They develop self-confidence and good self-esteem because staff constantly praise children in all that they do. There are consistent boundaries and in-house training for staff ensures a collaborative approach to behaviour management. A 'tree of happiness' is used to further support children's behaviour and they are delighted to see their good behaviour recognised and added to the tree. Children's understanding of the world is supported in activities. Staff incorporate various cultural celebrations into the planning and make sure that there are resources, books and visual images, which represent difference and diversity throughout the nursery. Staff effectively support children's move onto school at the end of their pre-school year. They have established good links with other providers in the area, to provide wrap around and after school care for children, should this service be needed at some point. Staff talk to children about school before they move on. They ensure they provide information on

children's stages of learning, for example, by sharing learning records and tracker documents.

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

The management team and staff members demonstrate a good understanding of the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result of this, children are protected and kept safe and secure in the nursery. All staff have a good understanding of safeguarding procedures. Regular updating of training ensures that they are able to fully protect children from harm and follow clear and effective procedures for recording and reporting any concerns. All staff hold an early years qualification and their continuous professional development further supports their good understanding of how children learn and has a positive impact on nursery practice. The management team complete robust recruitment and identity checks for all staff in contact with the children to ensure their suitability. This is followed by an effective induction, supervision and appraisal process. These are used to assess the staffs' quality of teaching, build on their existing strengths and highlight any areas for development. Thorough risk assessments are in place and updated by the health and safety officer. Children's safety is further protected and hazards are minimised by the daily checks undertaken by staff in each play area. Comprehensive policies and procedures are well maintained and made available to parents to ensure they are clear about how the nursery runs and their children are cared for.

The nursery is welcoming, bright and well organised. Staff provide children with a varied range of good quality, stimulating and fun resources, which support their play and learning. There are regular staff meetings, which enable staff to share ideas and reflect on the day-to-day provision. The manager monitors the educational programme and procedures are in place to track children's development effectively to make sure that any gaps in their progress are recognised early. This is so help can be obtained from other professionals, in order to continue to further promote children's development. The manager and staff use self-evaluation and local authority action plans to ensure that the nursery's strengths and areas for improvement are identified and effectively addressed. Action plans are clear and concise and show the nursery's strong commitment and capacity to make improvements. Parents are involved in the self-evaluation process. They are asked for their opinion through the use of questionnaires. Parents state that they are very happy with the care and learning opportunities that their children receive and how much their children have progressed since starting. They say that the staff are very supportive and share good information about their children.

The nursery staff demonstrate the importance of working effectively in partnership with parents to meet the individual needs of their children. This begins as they offer to visit all parents and children in their own home prior to their children starting at the nursery. This enables parents to share valuable information with staff, so they can effectively meet the individual needs of the children. Staff also understand the importance of working closely with other professionals and early years settings to ensure children are fully supported and good information is shared. Parents are kept fully informed about all aspects of the

nursery through daily discussions with staff, newsletters, noticeboards and displays in the nursery reception area. Staff have established effective strategies to ensure appropriate information is shared with local schools and to support children in their transition onto the next stage in their learning. This ongoing support enhances continuity of care and maximises learning opportunities for all children.

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

Unique reference number	EY464226
Local authority	Calderdale
Inspection number	933882
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	70
Name of provider	P and L Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01422 647224

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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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