

Bright Stars Nursery

Yorkshire Muslim Centre, Bland Street, SHEFFIELD, S4 8DG

Inspection date

Previous inspection date

28/03/2014

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

- Children make good progress in relation to their starting points because the quality of teaching is good and practitioners provide a broad range of activities that cover the seven areas of learning and engage their interest.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well, as they learn how to adjust their behaviour to different events and social situations.
- Children are safeguarded because the management team, practitioners and the voluntary committee have a very good understanding of their role and responsibilities for child protection.

It is not yet outstanding because

- Occasionally, there are fewer opportunities for children to extend their language to describe sounds and rhythm, to promote their understanding of media and materials further.
- Children are not always provided with opportunities to talk about features of their environment, to promote their understanding of the world further.

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 observed activities in the main play room and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the management team, children, practitioners and two members of the voluntary committee.
The inspector checked evidence of the voluntary committee and practitioner's suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation documents.
- The inspector spoke with parents to gain their views on the quality of the provision.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Bright Stars Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Yorkshire Muslim Centre in the Grimesthorpe area of Sheffield, and is owned and managed by a voluntary committee. The nursery serves the local area and is accessible to all children. It operates from one large play room and there is an area available for outdoor play. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 9am until 3.20pm term time only. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to listen to a variety of sounds in the indoor and outdoor environment and introduce them to language to describe the sounds and rhythms they hear, to promote their understanding of media and materials further
- enrich opportunities for children to explore both the built and the natural environment so that they can talk about aspects of their familiar world, to promote their understanding of the world further.

Inspection judgements

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

The quality of teaching is good and practitioners use a range of strategies to promote the learning and development of all children. For example, open questions at story time encourage children to talk about the characters in the book. They confidently count the number of penguins and use language to describe size, as they say that 'the dinosaur's teeth are bigger than their own'. Also, children demonstrate their understanding of living things, as they tell practitioners that the 'rabbit likes to eat carrots for his dinner'. Circle time activities promote children's listening and attention skills, as they copy actions and join in with familiar nursery rhymes and songs. Children also show an interest in creating sounds, as they bang on the drum and shake other instruments. However, practitioners do not always build on opportunities to introduce language to describe sounds and rhymes both inside and outdoors, to enhance children's exploration of media and materials

further.

Children with special educational needs and/or disabilities and English as an additional language are supported well by caring practitioners who understand their individual needs. For example, practitioners use real objects and visual signs alongside words to support language development. In addition, many practitioners are bi-lingual which allows them to equally value all languages spoken by children and their parents. There is a free flow access to the outdoor area, which allows children to play for extended periods of time. In this area children work collaboratively with their friends and practitioners to construct their 'houses' from building bricks. Practitioners talk about their family members which encourage children to speak about their relations, such as, their older brothers and where they sleep in the house. However, on occasion there are fewer opportunities to arouse children's awareness of features in the environment, to enhance their learning of the world around them.

Children learn, discover and make good progress in relation to their starting points in this vibrant nursery because they are happy and learning is fun. They are provided with a sound range of age-appropriate activities that engage their interest and cover the seven areas of learning. This ensures children gain a good range of skills to support their future learning for instance, when they move onto school. Practitioners undertake spontaneous observations when children start at the nursery and use this information together with that collated from parents to make an initial assessment. These are then shared with parents to ensure that they are involved in their children's learning from the start. Thereafter, practitioners regularly undertake planned and spontaneous observations to assess children's current stage of development and plan what they need to do next to promote their learning. Children's next steps in learning are routinely shared with parents and written comments recorded on children's observation sheets show how parents intend to support their child's learning at home. This demonstrates that parent's contributions are welcomed and valued and this shared approach successfully contributes to the good progress children make.

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

The role of the key person is implemented effectively into the nursery ensuring every child's care is tailored to their individual needs. Practitioners work closely with the child and their parents and 'All about me' forms help practitioners to really get to know their children well. Consequently, the transition between home and the nursery is well supported and children form secure emotional attachments with their key person. Children demonstrate how they feel safe and secure in their environment, as they confidently introduce themselves to the inspector and show her their work which is displayed on the wall. This gives children a sense of belonging and raises their self-awareness, as they enjoy talking about their own achievements. Play spaces are organised well and resources are of a good quality and stored at age appropriate heights. This allows children to be independent, play with their friends and use their imagination. Consequently, children are happy, relaxed and self-assured in this very welcoming and friendly environment.

Practitioners are good role models in the nursery. They work well as a team and set good

examples to children. For instance, during circle time activities they guide the children by discussing their expectations. They teach them how to be kind and respectful to others by listening to what their friends have to say when they speak in the group. This allows children to learn how to adjust their behaviour to different events and social situations, promoting their personal, social and emotional development. Children respond promptly to practitioners and understand instructions. They recognise routine signals, such as when practitioners put their hands in the air or hold up visual clues. This prompts children to stop what they are doing and allows them to make independent choices about what they do next. For example, when a practitioner holds up a picture card to show children that it is snack time, they independently choose whether to eat or not. This promotes children's learning about self-care, as they begin to recognise their own personal needs by listening to their bodies and decide if they are hungry and thirsty. Children are learning to be independent in their everyday tasks, as they serve themselves at snack time and pour their own drinks. They begin to recognise the importance of a healthy diet and lifestyle as they say that 'milk makes you big and strong'. Also, how they 'don't have to go to the doctor if they eat their apple'. Parents are also invited to attend workshops, such as 'zest for health', to promote their understanding of healthy food options for their children and themselves.

Good nappy changing procedures and hygiene practices help to ensure that children are kept safe and well. Practitioners talk to children about washing 'the germs from their hands so they don't get poorly', to promote their learning. Frequent opportunities are provided for children to enjoy daily fresh air and take part in a range of activities to promote their physical development. For example, children have space to run around and use a range of wheeled toys to develop their large and small muscle skills. Here, children also learn to take sensible risks and keep safe, as they manoeuvre themselves around their friends. Graduation ceremonies, which are shared with parents help children to prepare emotionally for their move onto school. Children also make 'transition box's' so they can take things to school that are special to them to share with their new teacher.

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

The management team, practitioners and the voluntary committee demonstrate a very good understanding of their role and responsibility with regard to safeguarding children in their care. All practitioners have attended relevant child protection training and know the action to take if they have any concerns about a child. Safeguarding policies and procedures are robust and include the action to be taken in the event of an allegation being made against a practitioner. In addition, they include the use of mobile phones and cameras in the nursery, to protect children from their misuse. Clear procedures are in place to protect children from harm. For example, written risk assessments are conducted on areas used by children and reasonable steps are taken to minimise hazards. In addition, security is efficiently implemented and all visitors to the nursery are met by practitioners at the main door. Furthermore, they are requested to show identification on arrival and sign in and out of the building, to keep children protected. Recruitment and selection procedures are rigorous and the management team makes sure that all practitioners working with children are suitable to fulfil the requirements of their role. All

practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their appropriateness to work with children.

Effective tracking and monitoring systems help to ensure that children have access to a broad range of activities and experiences that cover the seven areas of learning. Practitioners are knowledgeable and have a good secure understanding of how children learn and develop. Consequently, children's assessment records display an accurate understanding of their skills, abilities and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The management team supports practitioners practice through regular supervisions and appraisals. Practitioners are encouraged to consider their own training needs and where they feel they may require extra support, to promote the interests of all children. Consequently, all practitioners have opportunities to attend regular and relevant training courses and progress in their professional development. The management team is highly motivated and they have a clear presence in the nursery, regularly working alongside practitioners to evaluate their quality of teaching. As a result, practitioners are constantly improving their already good quality of teaching and practice, to benefit children.

The nursery benefits from a very stable and dedicated team of managers, practitioners and committee members who have all worked voluntarily since the nursery opened. They are all enthusiastic and share the same passion for the nursery, which is to provide high quality learning experiences for all children. As a result, they are continuously open to advice and guidance from outside sources, such as, the local authority and other professional agencies. Several quality improvement programmes have been implemented by the nursery to evaluate the quality of their provision and drive improvement forward. Clear improvement plans are in place and the management team continuously identifies their strengths and weaknesses. Parent's views are also valued and these are sought through the use of parent questionnaires and verbal feedback. This keeps them fully involved in any changes to the environment or service they receive. Good positive relationships have been established with parents and they speak very highly of all practitioners. Parents wait to speak to the inspector to share their views of how the nursery 'has exceeded all their expectations'. In addition, they report on how they have 'seen a real change in their child's confidence since coming here'. The nursery has also established sound relationships with other settings in the area to share good practice. This promotes consistency of care for children and helps to ensure that no child is disadvantaged.

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	EY441196
Local authority	Sheffield
Inspection number	810451
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	51
Name of provider	Yorkshire Muslim Academy (YMA) Committee
Date of previous inspection	not applicable
Telephone number	07868751668

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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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