

Shooting Stars

Gospel Hall, West End Road, MORECAMBE, LA4 4DZ

Inspection date

Previous inspection date

29/05/2014

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

- The quality of teaching is good because staff use consistently good teaching methods to support, challenge and extend children's learning in all that they do.
- Staff make good use of time and space in the nursery so that children benefit from a broad range of interesting activities that incorporate their interests and reflect all areas of learning. Therefore, children motivated and enthusiastic in their play and learning.
- The children form close bonds and secure attachments with all staff. The effective key person system, information sharing with parents and transition arrangements ensures that children have their needs met. As a result, children are happy and feel emotionally secure in their care.
- Children play in a safe and secure environment. Staff have a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage which means that children are protected at all times.

It is not yet outstanding because

- Opportunities to extend the use of children's first language in the nursery are not fully developed.
- Opportunities to extend children's awareness of themselves and to promote further discussion about their family are not fully explored.

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 children playing in the first floor playroom and large ground floor hall.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting with the manager and discussed the activities undertaken by the children during the inspection.
- The inspector took account of the views of parents of the early years children attending the nursery who were spoken to on the day of the inspection and from information included in the nursery's own parent survey.
- The inspector looked at children's assessment records, the planning documentation and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the nursery and the self-evaluation systems that support the service.

Inspector

Carys Millican

Full report

Information about the setting

Shooting Stars opened in 2013 and is owned and managed by a limited company. It operates from the Gospel Hall, in Morecambe, Lancashire. The nursery serves the immediate locality and also the surrounding areas and is accessible to all children. The nursery opens five days a week from 7.30am until 6pm, 50 weeks of the year. Children attend for a variety of sessions. Children are cared for in a first floor playroom with a designated partitioned area for babies. They also access the ground floor hall which is used for mealtimes, physical play and for a holiday club. There is no lift to the first floor. There is no outdoor play area available so children are taken to a nearby park for additional physical activity. There are currently 28 children in the early years age range on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently seven staff employed at the nursery. Of these five staff work directly with the children, who all hold an appropriate early years qualification, including two qualified teachers in Primary Education. Two of the staff have qualifications at level 3 and one at level 2. One member of staff is working towards a qualification. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend the use of children's first language in the nursery, for example, by displaying dual language labels, signs and symbols, creating a visual timetable and introduce more resources related to the different cultural backgrounds
- enhance children's awareness and understanding of the world around them, for example, by introducing more visual images of themselves, family members, special people and places of interest so that they can talk about events in their lives.

Inspection judgements

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

The quality of teaching is good. The staff have a good understanding of how children learn and develop. This is demonstrated throughout the teaching methods used with all the children. Staff are actively involved in children's play. They skilfully ask open-ended questions to encourage children to problem solve and to think for themselves. For example, when children decide to create a tent out of the cardboard boxes, the staff encourage the children to work together to decide how they will make it. They plan it out for themselves using the resources around them and staff let them have a go at making it.

As a result, the effective teaching methods used by staff help children to become critical thinkers and active learners who develop their own play following their own ideas, thoughts and interests. The staff observe children as they play and collect evidence to support their assessment of the next steps in children's learning. Therefore, they effectively contribute to supporting children in making good progress in relation to their individual starting points. The children's record books include photographs showing children engrossed in numerous activities. The statements record clearly the learning taking place highlighting the seven areas of learning and detailing the next steps in their development. The staff effectively incorporate this information into the planning of future activities. This contributes in helping children's all-round development and so that they reach their full potential. In addition, staff complete progress sheets, which effectively summarise children's progress over time. These include the progress check for children aged between two and three years. The records provide a good overview of children's learning so that staff can track children's achievements and identify any gaps in their learning. As a result, staff have a good understanding of each child's individual stage of development and how they are progressing. Staff sit down with the children and their parents to discuss achievements and to decide what they would like children to achieve next. Staff give parents the opportunity to share what their children do in the home. Many of the parents contribute to the 'my here, there and everywhere book', to share what children do over the weekend with them. As a result, parents are involved in the sharing of information and contribute to the tracking, monitoring and review process.

The whole environment and atmosphere of the nursery is very relaxed, warm and welcoming. Through the staff's good planning, use of time, space and resources, they ensure that children experience numerous interesting activities. These cover all areas of learning well. This approach clearly contributes to supporting children's personal, social and emotional well-being, physical and communication and language development. Children have free and independent access to a wide range of natural and manufactured, open-ended play materials. As a result, children are highly motivated and engaged in their play. They make their own choices about what they do, and the activities reflect their interests and abilities. Staff provide a continuous narrative for children and this effectively supports children's communication and language development, especially for those children attending who speak English as an additional language. Children become confident talkers and introduce their own ideas and thoughts into activities. For example, when finding white packaging materials, they decide to create a garden next to the tent they have just set up. The staff asks the children what they will grow in their garden. They wait for children to respond before giving them examples. As a result, staff help children to think for themselves because they give the children sufficient time to think and respond to questions. Staff constantly repeat and reinforce children's language. As a result of this, children learn to speak English quickly so that they eventually become confident speakers in both their home language and in English. Children engage in conversations with their peers, staff members and visitors new to the nursery. Staff take the time to listen to the children and provide them with opportunities to engage in conversations. For example, during circle time activities children talk about the weather and what they have done at home. In the baby room there are displays of the children's family members. There is scope to further extend this with the older children, especially those who speak English as an additional language. This is in order to promote discussions and encourage children to talk and reflect on recent events and experiences in their lives. Children enjoy looking at

different reading materials with the staff. For example, they sit close beside staff in the comfortable area to read traditional fairy tales and to sing number rhymes and action songs together. They participate in a range of activities that promote their early writing skills and literacy development. For example, children help themselves to paint dabbers and competently use them to paint their pictures or design a pattern. Paper, card, and different writing implements are available in the creative area so this provides them with spontaneous play opportunities to practice their early writing skills. Children explore and investigate number in everyday routines and activities. For example, before going to the hall downstairs children count how many children are attending and how many adults are with them. During larger circle time activities children consider the weather, the date and the day of the week. They discuss colour, shape and size as they match up plates and cups at snack time and learn exceptional manners and social skills in readiness for school. Children have good opportunities to use their imagination through role-play experiences. Topics in planning include opportunities to promote healthy living, exercise and lifestyle. Children talk about their bodies and how to keep healthy. The role-play area is a doctors' surgery where children become patients and the doctors listen to their heartbeat through the stethoscopes. Children access information, communication and technology equipment, which enables them to learn how things work. As a result, children's overall learning and development is fostered well by the staff, through activities and the resources available to them.

Staff fully understand the importance of working in partnership with parents. They have initiated many ways of engaging with parents. These include, using the translation services available through the local children centre and translator applications on mobile phones. When parents first register at the nursery they are asked to complete registration forms and detailed 'all about me' information booklets. These are kept up to date throughout the year. Staff inform parents about the Early Years Foundation Stage and provide posters in the reception area for parents to look at. Staff regularly discuss children's individual progress with parents. They have introduced parents' evenings and encourage parents to look at their child's progress records at any time. Staff meet and greet parents on arrival and ask how the children are and what they have been doing since they last attended. In addition, parents add their comments in to the 'here, there and everywhere' book so that staff can take this information into account when planning future activities. Staff work closely with parents when there are any emerging concerns about a child's progress or if children have an identified special educational needs and/or a disability. This means they share information and work together to agree individual learning plans to ensure that all learning is targeted and tailored to meet each child's specific needs.

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

Children's emotional well-being is nurtured and promoted well. They separate with ease from their parents and settle quickly into the daily routine. The children benefit from a well-embedded key person system. Parents are fully aware of who their child's key person is and engage with them well on arrival and at collection times. This ensures information is shared daily. In addition, children form a close bond and secure emotional attachment with their key staff. This is because the staff work closely with parents to support

children's move from home to the nursery. They plan tailored settling-in visits that enable children to become familiar with their new environment and new adult carers. The transition process from the baby section to the main playroom is well managed. All children in the nursery spend time together at various times during the routine of the day, for example, at mealtimes. This enables the younger children to mix in a larger group and become familiar with the routines and environment of the nursery. Children's move on to school is well planned for and helps to prepare children for the changes ahead of them. Parents are provided with information about the nursery and guidance about the Early Years Foundation Stage. As a result, they are kept informed of the education programme and the individual learning strategies for their child. Staff also gather personal information from parents to ensure consistency in care and welfare needs. Staff have established links with the several schools in the area, which children will eventually attend. Staff complete a 'summative report', which they share with parents and new teaching staff. They take time to talk to the children about their future move and the changes to their daily routine and environment. Towards the end of the summer term, the children visit their appointed school and spend time meeting their new teachers. As a result, children are supported well in readiness for their change. This enhances their sense of safety and fosters their emotional well-being. Children are confident and happy attending the nursery. They approach visitors to ask what they are doing and delight in engaging them in their play and conversations.

Staff have high expectations for the children in their care. Therefore, children are well supported and encouraged to develop independence and self-help skills from an early age. Children learn the physical skills of dressing and undressing, hanging up their coats and taking off and putting on their shoes. Staff consult parents regarding supporting children with their toilet training and find out familiar words to use with children who speak English as an additional language. Children are encouraged to serve themselves at snack times. They choose what snack they would like from a variety of healthy options, and pour their own drinks. Staff also teach the children about the importance of having a healthy lifestyle. They encourage the children to eat their savoury meal first before their sweet and they follow the routines they will observe when starting school. Children sit together at snack and mealtimes and water bottles are freely available to them throughout the day. All children have a packed lunchtime meal. The staff encourage parents to provide healthy contents to continue to promote a healthy lifestyle. These packed meals are stored appropriately until they are required. Staff constantly talk to children about good hygiene practices and provide a good role model by keeping tables and floors free from dropped food items. Children learn to place their food waste in the bucket and their waste cartons for recycling. Staff support children using the bathrooms guiding them and reinforcing good hygiene practices of hand washing and the prevention of germs. Consequently, children know to wash their hands after craft activities, after attending to their toileting needs and before eating.

Children are physically active and have room to move about freely both in the main playroom and in the hall downstairs. They enjoy riding bikes and sit and ride toys, playing ball games and building with construction materials. Quieter activities are provided for children who enjoy making jigsaws and small world play constructing train tracks. They enjoy sensory play with sand and water. For example, they use buckets and containers to help fill the baby bath, which is placed on the floor and filled with fruit and vegetables.

The children explore and investigate different concepts, such as floating and sinking, textures and smell, as they play with water and its contents. Staff teach children how to keep themselves safe and enable them to take risks in a safe and secure environment. They remind children to line up before going downstairs and ask them what they need to do to keep themselves safe. Children respond by telling the staff that they must hold onto the banister and look forward where they are going otherwise they may fall and hurt themselves. Staff supervise children's play reminding them not to run and bump into each other or the doors while riding bikes. Children's safety is further reinforced by staff teaching them about road and fire safety. This ensures children are aware of the evacuation procedure and how to stay safe at the nursery and on walks in to the community. Staff are positive role models. They are very polite in their interactions between the children, parents and each other. As a result, children learn good social skills, by using their manners and learning to share and take turns in group games and activities. Children are very polite to staff and courteous towards their friends. They are well behaved. Staff use positive strategies for dealing with any challenging behaviour by helping children to learn to manage their feelings and their behaviour in the company of other children. Staff take children on walks into the community for daily bouts of fresh air and physical exercise. They take them to the parks and playgrounds close by and for walks down the promenade onto the beach. As a result, children learn about their own community and feel a sense of identity as they begin to notice the difference and diversity of the world around them. Although planning supports different cultural events and festivals, there is still scope to further enhance children's awareness of their own and each other's culture and language. For example, children celebrate cultural events and celebrations throughout the year, including local community events. They learn about the different festivals and complete associated craft activities. Resources and the use of some positive visual images help children become aware of the diverse nature of the society in which they live. However, the use of dual language labels, visual timetables and resources, such as maps and reference books, in the nursery are not as well promoted, as they could be to support children who speak English as an additional language.

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

The manager and staff work closely together to provide a safe and secure learning environment for all children. The staff team have a good understanding of the requirements of the Early Years Foundation Stage. They follow good safeguarding arrangements to safeguard and protect children from abuse and harm. Most staff hold early years qualifications, including two with qualified teacher status in primary teaching. Staff without qualifications are given the opportunity to obtain one and all staff attend good quality training to increase their knowledge and professional development. This further supports their good understanding of how children learn and their overall practice. Staff evaluate their own learning and they cascade what they have learnt to each other during staff meetings. Staff have recently completed online safeguarding training and waiting to attend the local authority course. The manager has attended level 2 and level 3 safeguarding training. She is very knowledgeable of procedures to follow and the significant signs and symptoms that would make her or her staff concerned for a child's safety and welfare. The manager and staff team regularly discuss different safeguarding

scenarios to consider what they would do in a particular situation. As a result, both the manager and staff all understand the policy and procedures with in-depth knowledge of who to contact and discuss any issues with. The manager and staff are also very aware of who to go to if they are concerned about another staff member's behaviour or if an allegation was made against any one of them. Staff hold current first aid certificates. They also discuss different accident scenarios to ensure that all continue to keep their understanding up to date in between the three-year training programmes. Children are kept safe and secure in this newly refurbished clean, well-organised and well-maintained nursery setting. Detailed risk assessments are completed for all areas children use and all activities held on and off the premises. Staff are vigilant about children's safety and, therefore, closely supervise them at all times. Key pads are used on all inner doors so no uninvited persons can gain access. The nursery maintains high adult-to-child ratios to support the ongoing care and welfare of children.

Children's safety and welfare is also fully maintained through the use of the required documentation. For example, staff keep accurate records of the attendance of children, staff and visitors, along with records of any accidents or medication they are asked to administer by parents. A detailed set of policies and procedures are implemented by staff and are regularly reviewed by the manager to keep them up to date with any changes in legislation. The manager follows robust recruitment, vetting and induction procedures for all staff. Suitability checks are obtained to check they are suitable and remain suitable to work with children. This suitability document numbers are recorded for all those involved with the nursery. Regular staff supervision and annual appraisals are completed for all staff members and include peer observations. The manager tracks children's progress and monitors the nursery provision. She values the views of the staff and all users are asked through questionnaires for their thoughts and ideas about the nursery provision. The staff team evaluates the strengths of the nursery so they continually identify where they can improve or enhance the provision. Overall, the nursery shows a strong commitment to further improve the service they provide for the families and their children. This includes, developing an outside play area for the children.

Partnership with parents is good. Parents state how they are always made to feel welcome. The staff are friendly and approachable and knowledgeable of their children. They say that the staff team are great and take the time to talk with them at arrival and collection times. Staff work closely with them and any other professionals supporting children's individual needs. The staff have close links with the local children centre and work closely with other professionals and multi-agency workers who may also be supporting a family. Staff share information daily with parents about children's care, welfare and the activities they have participated in. Some parents prefer a more verbal approach and others like a written account, so staff contribute to both. Parents spoken to during the inspection stated that they are very happy with the professionalism of the staff and the good service they provide. They feel that staff are supportive and inform them about what their children have done during the day. Parents say that they feel involved in their children's learning and development and that they enjoy talking to the staff about their children's progress. As a result, close relationships are developed and families feel respected, valued and supported in so many ways.

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	EY473567
Local authority	Lancashire
Inspection number	948524
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	28
Name of provider	Shooting Stars at Christ Church Ltd
Date of previous inspection	not applicable
Telephone number	07415 271154

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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