

# Shining Stars

The New Church, 14 Avenham Road, PRESTON, PR1 3TH

## Inspection date

21/08/2014

Previous inspection date

01/12/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The quality of teaching is good as staff effectively promote children's learning and development through a variety of fun and interesting activities. As a result, children make good progress and are engaged and motivated in their play.
- The manager and staff form positive partnerships with parents, which ensure they are kept well informed about their children's progress and can support learning at home.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.
- Leadership and management is successful. Staff are supervised well, which includes monitoring of staff practice and accurate tracking of children's development. As a result, children's interests and learning are well supported.

### It is not yet outstanding because

- Resources, such as real and everyday items in the role play areas, are not used to fully promote children's rich imaginary and pretend play.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children in the indoor and outside areas.
- The inspector talked to children and staff, and held meetings with the manager during the inspection.
- The inspector conducted a joint observation with the manager.  
The inspector looked at children's assessment and planning records, checked evidence of the suitability of practitioners working with children, the safeguarding policy, and discussed the self-evaluation and improvement plans.
- The inspector took account of the views of parents spoken to on the day, interacted with children and spoke to staff.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

Shining Stars was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is one of a number of provisions owned by an individual and operates from a converted building in Preston. The nursery serves the local area and is accessible to all children. The children have access to a large playroom with the baby area within the room being partitioned off. There are two enclosed areas for outdoor play. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 2. The nursery is open Monday to Friday, all year round, except for public holidays and a week at Christmas. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 26 children on roll, all of whom are in early years age range. The nursery provides funded early education for two-, three- and four year olds. It supports 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:

- provide additional resources in the role-play area, such as real and everyday items, to fully promote children's pretend and imaginary play.

### Inspection judgements

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

Children's learning and development are well promoted because staff have a good knowledge and understanding of the Early Years Foundation Stage and child development. Staff take into account what children already know and can do from their initial assessments and discussions with parents when children first attend. They make effective use of this information to plan starting points for the next stage in each child's learning. As a result, children make good progress towards the early learning goals. By following children's interests, staff plan for future learning opportunities either in adult-led opportunities or through enhancement of the environment. For instance, children get excited as they talk about animals they have seen while on holiday. Staff nurture this interest. They introduce creative materials, such as pipe cleaners and toy eyes, to the play dough table to enable children to make models of their favourite animal. Staff carry out regular observations and assessments of children's learning across the seven areas. Children's individual development is tracked to ensure staff can identify any gaps in children's learning and subsequently plan the next steps. Pre-school children and toddlers interact amicably during the school holidays. As a result, solid friendships and relationships are building and consequently, personal, social and emotional development is encouraged.

and supported. Summaries of children's learning and the progress check for children between the ages of two and three years are shared with parents and relevant agencies. This enables practitioners to target support where gaps in learning become apparent and to close these gaps. This also helps to prepare children for their next stage of development and eventually school.

Children are provided with lots of positive praise and encouragement and are keen to express their individuality through their play. They enjoy the opportunity to role play the characters from a favourite story and are engaged effectively in developing their personal, social skills as they take turns to put on their costumes. Staff show great interest in what the children are doing, and notice and praise their achievements, which helps children's self-esteem. However, the role-play area is not always used to best effect. Children playing in this area do not always have access to real life items or resources that help develop their creativity. For example, during the inspection there were few utensils or real grocery items available, as examples of things that children might find in their kitchens at home. As a result, opportunities to extend children's imagination are not always fully explored. Babies and children make very good progress in their communication and language skills, enabling them to become confident communicators. For example, babies enjoy sharing picture books and stories with staff, engaging happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Opportunities for early writing are developed from an early age through a wide range of sensory activities, such as making marks in sand, paint, or play dough. Children have easy access to a good range of resources, such as pens, pencils and tools. This effectively promotes children's literacy skills, which prepares them well in readiness for school. They are introduced to mathematics in a variety of activities and everyday routines. For example, older children count the number of pieces they have cut their fruit in to at snack time. Younger children explore shape, space and measurement as they fill and empty containers of different sizes in the sand and water tray. All children enjoy a wide range of experiences to express their creativity and explore texture through using activities, such as paint, dough, sand, water and arts and crafts. They happily sit at tables and are encouraged to make their own pictures by cutting and sticking coloured tissue and other craft materials. The children use the resources, such as scissors and glue sticks, confidently. Children are therefore ready for school when the time comes because they have a wide range of skills, to support their future education, as well as a very positive attitude towards learning.

The role of parents is given high priority in order to support children's learning and development. Regular and detailed feedback, relevant to individual children, helps them to feel included in their child's learning. This is achieved through the provision of daily diaries and a comprehensive exchange of information on arrival and collection. Furthermore, detailed written reports are regularly shared with parents to show them what their children have achieved. Staff seek key words from parents of children who speak English as an additional language, displaying some home languages and respecting children's differing cultural backgrounds. Staff work effectively with external agencies and other professionals to support children with special educational needs and/or disabilities to promote their learning and development. For example, they establish links with speech and language therapists to ensure the children's individual needs are met. The nursery has developed good relationships with local primary schools, which ensures they work in

partnership and share relevant information to support the children's future transitions.

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

Children and their families are warmly welcomed into this friendly nursery. Children are happy and demonstrate that they feel secure in staff's care. Children's emotional development is effectively promoted as they develop secure, trusting relationships with each other and their key person. Consequently, children show they feel special and valued. For example, children who are upset when they arrive at the nursery are gently and patiently coaxed to settle by the reassuring staff. As a result, they are soon smiling and joining in with the play and learning. Children's starting points and other relevant information is gathered from parents at the beginning of the placement. This helps staff to make an initial assessment of children's capabilities, likes and dislikes, and contributes towards their tailoring of provision to meet individual needs. Parents describe staff as 'brilliant' and 'very helpful' and comment that their children always have fun during their time at the nursery. Children are well supported for transitions between the nursery rooms and for their next stage in their learning at school, which ensures they are emotionally prepared for change and feel self-assured.

The nursery is well laid-out to develop children's independence. They are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. The children's behaviour is managed well by staff as they reinforce appropriate and acceptable behaviour by using a calm and consistent approach. As a result, children listen carefully and respond well to the boundaries and expectations within the nursery. Staff act as positive role models as they promote the use of good manners and remind children to share and take turns during their play. Children flourish as praise from staff clearly endorses their achievements, celebrates their success and builds their self-esteem and confidence. Consequently, children's behaviour is very good and they learn to be kind, polite and considerate to each other. Children learn about healthy lifestyles and demonstrate a good understanding of health and hygiene as they wash hands before snack. They know how some foods, such as fruit, are good for them at snack time. Drinking water is accessible and available for children at all times throughout the nursery day; this is changed regularly by staff to ensure it is clean and fresh. Children have daily opportunities to expend energy in the outdoor play area where get fresh air and develop physical skills.

Staff talk to children about the importance of safety throughout their activities and encourage them to take appropriate risks. For example, staff remind them to be careful when using the scissors during a creative activity to ensure they do not hurt themselves. Children learn how to leave the building in an emergency because they practise the fire evacuation regularly. This ensures that children develop their own awareness and understanding of keeping themselves and others safe.

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

The provider, manager and staff pay close attention to the safety of children that attend the nursery. They have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Children are effectively safeguarded. This is because staff demonstrate their very good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. A clear safeguarding policy and procedure is in place and this underpins their good practice. The nursery shares its policies and procedures with parents, so they are clear about how the nursery is managed; this includes how they address any concerns expressed by parents. The premises are secure and risk assessments are conducted to cover all areas used by children. All staff remain vigilant about children's safety, as the adult-to-child ratios are effectively managed and children are well supervised at all times. Staff work very well as a team and successfully deploy themselves to ensure children's needs are met and that they play in a safe and secure environment. The nursery's robust recruitment, induction and staff development procedures also contribute to safeguarding children, ensuring that anyone working with them is suitable and has relevant qualifications and experience. Frequent meetings for managers and staff provide opportunities to share any concerns, good practice and ideas within the nursery and other settings within the organisation. There are well-established arrangements for regular supervision meetings and annual appraisals to enable the manager to identify learning needs for each individual member of staff. A rolling programme of training ensures that all staff are supported in updating their skills, knowledge and levels of qualification in order to support children.

The managers work closely with staff to monitor and evaluate the educational programme. For example, she regularly checks planning and assessments and gives feedback to support staff in ensuring these are consistent and precise. This means that staff are well supported in delivering the requirements of the Early Years Foundation Stage. The manager and staff show a strong commitment and are motivated to provide a high quality service to children and their families. They have successfully addressed recommendations raised at the previous inspection. For example, staff have received training in the learning and development requirements and are now confident in extending children's next steps in learning and establishing their starting points, in conjunction with parents. Arrangements to evaluate the provision are ongoing and the provider, manager and staff have successfully developed action plans for continued improvements. In addition, the manager has sought advice and guidance from the local authority support officer, which has also had a positive impact. Parents are invited to contribute to the self-evaluation process through verbal and non-verbal methods, such as, questionnaires, comments and general discussion. This demonstrates a clear understanding of the strengths of the setting and areas where there is scope for development in the provision for children.

From the outset, positive relationships are developed with parents and carers as both children and their families are given a warm welcome. Good quality information for parents and effective settling-in arrangements help to reassure new children and their families. This is achieved through daily discussion, website and regular newsletters and during coffee mornings. Parents and staff work successfully together to support children's care and learning. For example, parents are regularly encouraged to provide information about their child's interests, needs and skills to help staff to plan relevant activities. They

receive regular feedback about their child's routines and activities via daily diaries and have frequent opportunities to discuss and review their child's progress. This helps to enhance relationships and ensures continuity of care and learning. Staff have established strong links with external agencies and other professionals to ensure that children's individual needs are met by receiving appropriate intervention and support. The nursery also works closely with the local authority and local primary schools, which supports children's learning and promotes effective transitions.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY390956
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	879098
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Riyaz Atcha
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	07930989538

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

