

# Bright Stars Nursery

White Horse Childrens Centre, Eden Vale Road, WESTBURY, Wiltshire, BA13 3NY

<b>Inspection date</b>	10/11/2014
Previous inspection date	07/08/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Partnership with parents is exceptional; effective two-way communication ensures that children's individual needs are consistently met.
- Staff are extremely welcoming and children are nurtured well. Children form secure attachments with their key staff.
- Children make excellent progress in all areas of learning and development. Knowledgeable staff plan an extensive range of exciting activities based on children's individual needs.
- The exceptionally well-qualified management team ensures that staff work hard to meet all requirements extremely well for the children's benefit.
- Staff track children's progress meticulously to identify areas of learning where individual children may need extra support.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in each playroom and outdoors.
- The inspector talked to parents, staff and children throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation including staff recruitment records, policies and procedures, children's assessment records and staff training files.
- The inspector held meetings with the nursery management.

## Inspector

Sarah Anne Peacock

## Full report

### Information about the setting

Bright Stars Nursery initially registered in 2008 and re-registered as a limited company under the same ownership in 2012. It is one of three privately owned nurseries. It operates from the White Horse Children's Centre in Westbury, Wiltshire. The nursery has sole use of four play rooms and bathroom facilities are easily accessible. Children have access to secure outdoor play areas and use of the facilities in the adjoining children's centre, which includes a sensory room. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 125 children aged from birth to five years on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year, closing for two weeks at the beginning of the summer, one week at Easter and one week at Christmas. The nursery receives funding to provide free early education for children aged two, three and four years. The owner holds a level 6 qualification in early years and the nursery manager is qualified to level 3 in childcare. There are 21 additional members of staff employed to work with the children. All staff, except for two apprentices, hold level 3 qualifications in childcare. One member of staff is working towards a level 5 qualification.

### What the setting needs to do to improve further

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

- take all opportunities to suggest to children ways to extend their learning, for example, encouraging them to find additional resources to explore the 'clean mud'.

### Inspection judgements

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

Children make excellent progress in all areas of learning and development. Highly motivated and knowledgeable staff plan an extensive range of exciting activities based on children's individual needs and preferences. The highly effective key person system ensures that children are observed regularly during activities. Staff are skilled at assessing children's levels of development accurately and using the information to plan exceptionally well for the next steps in each child's learning. Staff complete termly assessments of children's progress to identify areas of learning where individual children may need extra support. Staff take effective steps to address any gaps in children's learning in a timely manner.

All children make exceptionally good progress in language and communication, including those children who require additional support on entry to the nursery. Staff have

embraced the 'Every Child a Talker' (ECAT) programme and use the associated tools to assess the progress of two-year-olds. They implement targeted support, consisting of group activities and one-to-one sessions, to accelerate young children's language development. The sessions have great impact and any gaps in children's communication and language development close rapidly.

Staff plan highly effective activities to promote all children's communication and language, confidence and self-esteem. For example, the planned theme in the pre-school room at the time of inspection was 'The Three Little Pigs'. The children listened to the story and engaged in a wide range of activities based on the story. For example, the indoor playhouse was a little pig's house and children developed imaginative role play scenarios using resources such as bricks, pictures from the story displayed around the playhouse and glove puppets. Children acted out the story, playing co-operatively with each other and developing their social skills. They re-told the story clearly and confidently with minimal help and they were visibly proud of their achievements.

Staff use a variety of very effective approaches to engage with parents and to build exemplary partnerships. Parents are an integral part of the planning process. They complete 'All About Me' forms before their child starts attending. This information contributes to the initial assessment of the child's starting points and informs staff of the child's interests and self-care capabilities. Each child then has a number of settling-in sessions where parents and key staff discuss the child's development and individual needs. Parents are invited to termly parents' evenings and have numerous opportunities throughout the year to become fully involved in their child's learning and development.

Staff are deployed thoughtfully indoors and outdoors to maximise interaction with the children. The toddlers and pre-school children choose whether to play inside or outside. Staff make sure they are at the children's level to promote effective communication and to develop conversational skills. For example, a member of staff had made a tray of 'clean mud' using soap, tissue, water and glitter. Children were keen to investigate the mixture and were engaged in the activity for a significant period of time. The children decided to write their names in the 'clean mud' and were supported sensitively to form the letters correctly. The staff member introduced new vocabulary skilfully and, with help from the children, explained why the mixture was melting. However, staff did not take the opportunity to extend the children's learning even further by encouraging them to find additional resources for themselves to explore the 'clean mud' in different ways. Children use their senses to explore different materials outside, including trays of shaving foam, dried food and mixtures of man-made and natural materials and staff support them well. For example, a child decided to make footprints in the foam using her fingers. The member of staff asked 'What sort of animal could have made those?' when she made larger prints. The children identified successfully that it would be a larger animal and named some large animals.

Babies are given the opportunity to investigate different materials. They maintain concentration while they feel and taste coloured ice, flavoured with different fruit juices, and staff talk to the babies about colour and temperature. All children are prepared superbly well for the next stage in their learning and for school.

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

Staff are exceptionally skilled at building positive relationships with the children in their care. Consequently, children are happy to come to nursery and are confident and relaxed throughout the day. Babies quickly form secure attachments with their key person. Babies thrive due to staff interacting sensitively with them, for example, making eye contact, smiling, talking and offering reassuring cuddles. All children are extremely well supported as they move on to the next room or to school. Meetings are held between the key person, the child and parents to ensure continuity of learning and care practices. There are excellent links with the three local primary schools. The key persons hold meetings with the primary school teachers at the nursery so that children can meet their new teacher. Staff visit the primary schools to take photographs of the teacher and classroom so that the environment becomes familiar to the children.

Both the indoor and outdoor learning environments are exceptionally well designed, vibrant and thoughtfully resourced. Children have free access to resources and therefore have control over their own learning. Staff make sure that attractive wall displays showcase children's artwork, and they engage further with parents by providing useful information on the noticeboards in each room.

Staff provide a rich, imaginative learning experience for the children. Resources are plentiful and staff rotate and update them regularly to ensure children remain interested and curious to explore. Children develop excellent physical skills and set their own challenges outdoors when they balance on bikes, ride scooters, kick and throw balls and wriggle through tunnels.

The behaviour of the children is excellent. Staff are good role models. They behave in a friendly way at all times and this helps the children to develop their social skills. Children play co-operatively with each other, for example, in the mud kitchen, taking it in turns to fill pans from the water butt and preventing the water leaking out of the containers when poured. Children behave and concentrate very well and participate enthusiastically during group activities, for example at story time. This prepares the children well for more formal learning in school.

Children are effectively supported and encouraged to become independent in taking care of their own needs. Children develop their independence during snack time when they are responsible for giving out plates and cups, pouring water, spreading cream cheese on their rice cakes, cutting up fruit and clearing away at the end. When going outside, the pre-school children are encouraged to put on their coats and boots with staff assisting only where necessary.

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

The exceptionally experienced and well-qualified management team works tirelessly to ensure the learning and development and safeguarding requirements are met at all times,

and that excellent practice is embedded fully in all areas. The nursery management has developed a comprehensive safeguarding policy, understood by staff to promote the health and well-being of the children in their care. Staff are able to describe the signs and symptoms that might cause them concern and the course of action they would take. Management implements thorough staff induction, combined with performance management and continued professional development, to ensure that all staff are fully trained and aware of their responsibilities to the children. Children's safety is safeguarded further by the high level of first aid training staff undertake. Management has a high regard for the safety of the children and implements effective procedures to promote safe recruitment. Suitability checks are completed on all staff before they are permitted to work with the children. Management observe staff practice to identify staff training priorities. They review children's learning journals during supervision sessions to ensure that staff are planning relevant activities and observing and assessing children's developmental stages accurately. Management uses the monitoring process very well to ensure that the quality of provision is consistent throughout the nursery.

Management uses meticulous, reflective self-evaluation, which encompasses the views of staff, parents and children, to identify and act on priorities for improvement. The management demonstrates a great capacity for improvement.

Partnerships between staff and parents are exemplary. Staff work very hard to engage all parents and involve them in all aspects of children's care and learning. Management organises a series of sessions where parents are invited into the nursery to play and experience the planned activities with their children, alongside the manager. Parents are asked to complete questionnaires regularly to inform the management of their opinions and needs of the children. Testimonies from parents are displayed on the wall of the baby room and many positive comments have been posted on the website and social network page. These demonstrate the deep appreciation of the parents for the quality of care and learning the children enjoy.

The nursery team has developed relationships with other professionals. The nursery is fully inclusive and staff work closely alongside health professionals, including health visitors, occupational therapists and physiotherapists, to deliver tailored support to children and their families.

### **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. 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>	EY442757
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	984928
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	67
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Bright Stars Childcare And Education Limited
<b>Date of previous inspection</b>	07/08/2012
<b>Telephone number</b>	01373827076

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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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