

Bright Stars Nursery

33-39 Garstang Road, PRESTON, PR1 1LA

Inspection date	09/01/2015
Previous inspection date	19/06/2014

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

- Teaching is good. Staff know children well and plan a range of interesting play opportunities to support the next steps in their learning. As a result, all children, including those who have English as an additional language, make good progress.
- All staff have a very good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- The setting is managed very effectively, with a strong emphasis placed on monitoring and evaluating the provision. This means that management team are very clear about how to promote continuous improvements and enhance the outcomes for children's learning and care.
- Parents speak highly of the nursery because staff involve them in all aspects of their children's learning.

It is not yet outstanding because

- Staff do not always give children time to respond to questions in order to develop their critical thinking skills.
- Some creative activities do not allow children sufficient scope to express their own ideas freely.

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.

Inspection activities

- The inspector carried out a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the playroom and the outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's learning journey records, assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of all staff working with the children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Nicola Norton

Full report

Information about the setting

Bright Stars Nursery was registered in 2013, and is on the Early Years Register. It is situated in the centre of Preston, and is managed by Iqra Education Centre Committee. The nursery serves the local area and is accessible to all children. It operates from one main playroom and children also have access to a computer room. There is an enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time from 8am until 4pm. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the already good questioning skills of staff by allowing children time to respond to open-ended questions to extend children's thinking skills

- ensure children have opportunities to represent their own ideas, thoughts and feelings, for example, through creative play activities.

Inspection judgements

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

Staff have good knowledge of the Early Years Foundation Stage, which they effectively use to support children's learning and development. Staff constantly monitor and evaluate the educational programmes they offer, in order to ensure they support children to make good progress across all areas of learning. Staff complete regular observations of children's learning, and use these to plan interesting and challenging activities which meet children's individual needs. Consequently, all children are making good progress considering their starting points, some of which are below what would normally be expected for their age. Children's starting points are assessed on entry and a period of observation is undertaken to determine what children can do, in order to meet their individual needs. Detailed assessments of children are carried out every term to ensure that any gaps in development are identified and addressed swiftly.

The effective organisation of the environment and resources enables children to make choices and decide their own play while being effectively supported by staff. They self-select their equipment and toys and as a result, become independent learners. However, creative activities on offer are mostly pre-printed pictures, which does not allow children to

express their own thoughts and ideas freely. Children develop their literacy skills and learn about the world around them. For example, during circle time discussions they talk about the days of the week, the weather and phonics, and develop their knowledge of letters and sounds. However, on occasions, staff are less effective at always allowing children more time to respond to these good questions, before answering, in order to further support all children's communication and critical thinking skills. Children learn about numbers as they count the number of plates and cups at snack time, and throw bean bags onto numbered shapes outdoors. They enjoy using chalk and pencils to copy numbers which they see in the environment.

Where children speak English as an additional language, key persons work with parents to ensure teaching matches the development and learning needs of their children. For example, dual language books and picture cards support these skills. Therefore, children who speak English as an additional language, are well supported and make good progress. A range of multicultural resources positively promotes respect for all cultures, through rhymes, songs and stories. Regular parent meetings are held to share information on children's progress. Parents regularly contribute to children's individual learning journey records and are consulted at the start of each term in order to establish shared targets for children. A weekly library book scheme enables parents to share a book with their child at home and make valued comments in a home/school book. These strategies enable parents to be involved in their children's learning.

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

Children are welcomed into nursery by friendly staff and as a result, settle quickly. A well-established key-person system is in place. Staff are on hand at all times to provide support and reassurance to children and, as a result, children are confident, secure and have a sense of belonging. For example, on arrival at nursery, children independently select their photograph for display on the self-registration board. Children's behaviour is good because staff act as good role models; they treat each other and all children with respect and patience and provide consistent messages about right and wrong. Children enjoy each other's company and play well alongside each other, taking turns and sharing experiences. For example, children enjoy taking turns to complete a shape matching game on the computer. They help each other to find the matching shapes, provide encouragement and praise each other's success.

The nursery environment, both indoors and outdoors, is well organised and inviting. Children have access to a wide range of resources, which supports their all-round development and enhances their skills. For example, indoors, children skilfully use scissors to cut out a picture. Outdoors, they have opportunities to run, hop, balance, climb and jump. Children's good health and their understanding of the importance of a healthy lifestyle is promoted as they go outside for play and exploration on a daily basis. This means children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions. Children sit together to enjoy a healthy and nutritious snack each day and use this time as a social occasion to talk to each other and to staff. Their independence and confidence is promoted as they are encouraged to pour their own drinks and serve their own food.

Daily risk assessments are carried out and reviewed regularly in order to ensure that children are kept safe at all times. Staff talk to children about potential dangers, such as being careful riding bikes so as not to crash in to each other. Children's safety is further assured through regular fire evacuation practices, which enable the children to develop an understanding of keeping themselves and others safe.

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

Leadership and management are good. Sound systems are in place to monitor children's progress regularly. For example, assessments of children's development are carried out every term to ensure all children are making at least good progress. This means that any gaps in children's learning and development are addressed quickly. The introduction of personalised planning ensures that activities and experiences which are offered, meet children's individual next steps in their development. The manager works closely, alongside the staff and this enables her to monitor the quality of teaching to ensure it is consistent. Regular supervision of staff enables the management team to further monitor individual staff targets and identify and address training needs. The management team is very supportive of continued professional development. The impact of staff attending training is that staff are able to reflect and refresh their knowledge, which further enhances children's learning and development.

Self-evaluation and assessment is accurate and the management team has a vision of continuous improvement for the nursery. The Ofsted self-evaluation form is used to create action plans to identify strengths and prioritise areas for further development. The management team also makes use of a variety of audit tools to monitor the environment and safeguarding practices. Recommendations from the previous inspection have been considered and the management team has worked with their local authority early years advisor to enhance the resources and outdoor environment. As a result, practice has improved. The management team works closely together and has a clear understanding of their roles and responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of the procedures to follow if they are concerned about a child's welfare. Daily risk assessments are carried out by staff and good security systems are in place for the dropping off and collection of children, therefore children are kept safe at all times.

Partnerships with parents are good and parents' contributions are valued. Staff build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. Information sheets ensure parents are kept updated on their child's daily activities. Open days and coffee mornings provide opportunities for informal consultation with parents and regular feedback and evaluation sheets provide a forum for parents to share the views and opinions. Transitions to school are well supported and staff from reception classes are invited to nursery during the summer term to meet children and share information on children's development. This means that children's needs are well 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

Unique reference number	EY455989
Local authority	Lancashire
Inspection number	980893
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	13
Name of provider	Iqra Education Centre Committee
Date of previous inspection	19/06/2014
Telephone number	01772561812

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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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