

# Shining Stars Nursery

Waterloo Avenue, Leiston, IP16 4HF



<b>Inspection date</b>	27 April 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff demonstrate a very strong commitment to raising the existing good standards of care and learning for children. They regularly seek the views of children, parents and other professionals to help them make continuous improvements.
- The quality of teaching is good. Staff are well qualified and experienced. They use a wide range of good quality resources to enhance children's learning. For example, staff have made a pirate table to build on children's interests. Children are enthusiastic, show curiosity and remain focused throughout their learning.
- Parents are fully included in their children's learning. Staff are skilled at engaging parents and keeping them well informed of their child's progress. Children's assessment records are available for parents to view and add their comments about their child's achievements.
- Children make good progress in the welcoming and inclusive environment. Children have established strong and trusting attachments with staff and are happy and confident in their care.
- Staff provide individual care to ensure the needs of children who have special educational needs or disability are very well met and they are fully included in activities. Staff ensure that the needs of all children are promptly addressed.

### It is not yet outstanding because:

- Managers recognise that on occasions some staff working in the baby room do not fully extend children's communication skills. However, the support offered to help develop practice has not yet fully raised the quality of teaching and learning in this area.

## What the setting needs to do to improve further

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

- monitor the teaching and learning in the baby room more closely so that the quality of teaching is raised and children's communication skills are further enhanced.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside.
- The inspector sampled a range of documentation, staff suitability checks, the self-assessment information, children's observations, assessment and planning records.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular safeguarding training and are clear about what to do if they have concerns about a child in their care. Staff develop their professional skills through a wide range of training. This helps them to refresh their knowledge and to improve the learning outcomes for children. The ambitious and knowledgeable manager leads an enthusiastic staff team. They share a common commitment towards giving each child the best possible start in their learning. The assessments of children are closely monitored by the manager. This ensures that interventions are promptly implemented where gaps in learning are identified so that children catch up quickly. Additional funding for children is managed effectively, enabling staff to provide tailored support for children.

### Quality of teaching, learning and assessment is good

Staff skilfully provide achievable tasks that are planned to meet children's different needs. Children are eager to learn and staff motivate them well in their play. Rigorous and accurate assessments ensure children's next steps in learning are carefully planned for. Children listen attentively during a phonics session. They use songs and action rhymes as they learn to link letter sounds to words. Staff skilfully use opportunities to develop children's learning. For example, they enhance children's imaginations as they encourage them to use cars and digging equipment in sand and soil. Children develop their problem-solving skills as they pour water into pipes and watch it trickle downwards. Staff encourage children's mathematical skills well. A specific area outdoors enables children to use equipment to count, sort and weigh different materials. Children enjoy painting outdoors on large sheets of paper, extending their creative ideas.

### Personal development, behaviour and welfare are good

Staff work effectively with parents to help children to settle. Children behave well and their understanding of positive behaviour is enhanced through sensitive explanations from staff. Staff are good role models and promote children's good social skills so they are helpful and kind to others. Younger children are supported well in their developing mobility skills. They have a spacious room to explore and access to their own outdoor area. Older children develop confidence as they pedal bicycles to help extend their physical skills. Children learn about the nutritional benefits of healthy food during discussions with staff at mealtimes.

### Outcomes for children are good

All children make good progress in their learning and development from their starting points. They are eager to learn and engage well with their activities. They learn how to recognise text and confidently use their number skills to calculate and count. Children are confident and develop good independence skills. They make choices regarding their play and the activities they engage in. Children are learning key skills and attitudes required for their future learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	EY476750
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	971803
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	49
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01728833129

Shining Stars Nursery registered in 2014. The nursery is open Monday to Friday, from 8am until 6pm, for 52 weeks of the year. There are 11 staff who work with the children. Of these, eight hold appropriate early years qualifications at level 3, two staff have level 5 qualifications and one member of staff has early years professional status. 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 who have special educational needs or disability.

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