

Inspection date

14 September 2016

Previous inspection date

3 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always take first-aid equipment on outings to respond to any minor accidents and promptly administer treatment.
- The management team and staff do not ensure that personal information relating to children's specific needs, allergies and medical conditions is stored confidentially, in order to protect children's privacy.
- Although staff regularly observe and monitor children's development, assessments on their progress are not consistently shared with parents and strategies to involve all parents in children's learning are not always successful.

It has the following strengths

- Well-qualified staff understand how children learn and develop. They plan exciting and challenging activities and experiences. This helps children to progress towards the next stages in learning and the eventual move on to school.
- The key-person system is effective. Staff visit children at home prior to starting at nursery. This helps them to settle well and contributes towards their emotional security. The environment is calm and welcoming. All children develop confidence and independence and they behave well.
- Children who speak English as an additional language are supported well. Bilingual staff use effective communication strategies to help all children to develop their communication and language skills.
- Leaders use effective methods to drive forward improvements using the views of staff, children and parents.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure there is appropriate first-aid equipment available at all times, particularly on outings	14/10/2016
■ ensure that personal information relating to children is handled confidentially to protect their privacy.	14/10/2016

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

- strengthen systems to involve all parents in children's ongoing learning and development
- share regular feedback and assessments of children's progress with all parents.

Inspection activities

- The inspector observed the quality of teaching during activities in the setting and outdoors at the local park and assessed the impact this has on children's learning.
- The inspector spoke to the area manager, manager, staff and children at appropriate times during the inspection.
- The inspector held a meeting with the senior team and completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, risk assessments, children's and staff's attendance records, self-evaluation and action plans and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents through discussions during the inspection.

Inspector

Layla Louise Davies

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Leaders understand their roles and responsibilities. Policies and procedures, including the complaints procedure, are generally implemented well. However, some information relating to children's individual needs is displayed. This does not protect their privacy. Leaders ensure that all staff are trained in child protection procedures. The use of mobile phones is not permitted, risk assessments are completed and safety gates prevent children from accessing unauthorised areas, such as the manager's office. This helps to keep them safe. Staff receive support from the manager. This includes regular meetings, observations on their practice and ongoing training. Leaders assess and monitor the progress of all children, including those in receipt of additional funding. This helps to identify areas for development to close any emerging gaps. However, these assessments are not consistently shared with all parents and the systems used to encourage parents to contribute towards children's learning are not always successful.

Quality of teaching, learning and assessment is good

Babies develop finger muscles. Staff provide coloured dough for them to explore using their hands. They particularly enjoy active play in the ball pool and pressing buttons on musical toys, delighting in seeing the effects of their actions. Two-year-olds enjoy group sessions. They sing and shake musical instruments. They capably shake faster and slower and learn to follow simple instructions. Older children learn to recognise letter sounds and staff provide children with books to take home. Pre-school children develop cutting skills. Staff supervise them as they practise cutting using age-appropriate scissors.

Personal development, behaviour and welfare require improvement

Pre-school children benefit from swimming lessons. Daily outings in the local community contribute towards children's physical health. However, staff do not always take first-aid equipment on outings, which does not fully support children's well-being. Nevertheless, a first-aider is always present and as outings are close to the nursery the impact is somewhat reduced. Transition arrangements are effective and children benefit from flexible sessions when they start. Sensitive staff settle babies to sleep in the designated sleep room, under close supervision and monitoring. Staff keep parents informed about care practices and routines. They record all information in a daily diary, which includes the frequency of nappy changes. Meals are well balanced and healthy. Staff are trained in food safety, which helps them to ensure food is prepared correctly. Children's attendance is recorded and the required adult-to-child ratios are adhered to. The manager ensures that key persons are deployed in rooms with their children and consistent staff provide high levels of supervision. This helps to keep children safe and meet their needs.

Outcomes for children are good

Children make good progress in their learning. They develop reading and writing skills. Children are active learners who develop social skills, such as making friends, listening to others, turn taking and sharing. Children acquire the skills they need for future learning and starting school.

Setting details

Unique reference number	EY380910
Local authority	Bolton
Inspection number	1072666
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	59
Number of children on roll	55
Name of registered person	Riyaz Atcha
Registered person unique reference number	RP514867
Date of previous inspection	3 June 2013
Telephone number	01204 366948

Shining Stars was registered in 2008. The nursery employs 13 members of childcare staff. All staff hold recognised early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports those who speak English as an additional language.

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