

Shooting Stars Nursery

Gospel Hall, West End Road, Morecambe, LA4 4DZ



Inspection date

15 December 2016

Previous inspection date

29 May 2014

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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is inconsistent. Some adult-led activities and general interaction from some staff do not sufficiently enthuse, challenge and promote children's learning. Children are not consistently supported to make as much progress as they can.
- The systems for monitoring staff practice are not yet effective in improving the quality of teaching in order to bring about swift improvement.
- Staff do not seek sufficient information from parents when children first start in order to inform initial assessments and help key persons gain a comprehensive understanding of children's current developmental stages.
- Children's behaviour is not managed consistently. Staff do not always support children to understand the expectations of their behaviour.

It has the following strengths

- Children's progress is subject to monitoring. Systems of tracking and identifying emerging gaps help the manager to implement additional support where it is needed.
- Children gain a sound understanding of differences in society. Staff make effective use of resources to promote positive images of a range of families and cultures.
- Children and families who speak English as an additional language receive good support. Staff provide much information in children's home language and work with parents to support children to gain a good level of English.

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 that effective teaching is delivered through planned, purposeful play and challenging learning opportunities that inspire and engage children to make best progress. 12/01/2017

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

- develop the procedures for monitoring and improving the quality and consistency of teaching more swiftly in order to promote good outcomes for children
- gain more information from parents regarding what their children can already do and use this to inform initial assessments to enable closer support when children first start
- manage behaviour more consistently and effectively that helps children learn to appropriately manage their own behaviour.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the provider and manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies, procedures and systems of self-evaluation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a sound understanding of the procedures to follow in the event of any concerns. They receive training and are regularly updated on a range of safeguarding topics. Staff work in partnership with parents, carers and other early years settings the children attend. Parents are encouraged to continue children's learning at home and are provided with activities to complete with their children at home. However, staff seek very little information from parents when children first start, in order to help key persons better understand how to best support learning from the earliest stage. All unqualified staff are working towards a qualification and there are some arrangements in place for staff supervision, coaching and training. However, this has not succeeded in raising the quality of teaching to a consistently good enough level. Systems for self-evaluation are not yet embedded to help staff to identify areas for improvement.

Quality of teaching, learning and assessment requires improvement

Staff have a sound understanding of children's individual developmental needs. They are aware of children's current stage of development and what children need to do next to make progress. However, the inconsistencies in teaching mean staff do not provide children with enough challenge to make better progress. For example, staff use a limited range of teaching skills and techniques to support and extend children's learning during play. Some of the activities are fun and are enjoyed by children. For example, children enjoy the opportunity to make and decorate a Christmas tree decoration. They are encouraged to make the triangle shapes to form the star and choose how they would like to decorate it. Staff talk to them about what they are doing and encourage them to share their experiences from home. Babies begin to operate and manipulate things in support of their physical skills. For example, they turn cogs and manoeuvre beads along the maze.

Personal development, behaviour and welfare require improvement

Children are happy and settled and demonstrate positive attachments with key persons. They enjoy outdoor play every day and learn about different food groups during discussions at lunchtime. This helps to foster their knowledge of healthy lifestyles and promote their physical well-being. Children show an awareness of safety as they manoeuvre over equipment, distributing their weight well in order not to fall off. Staff help to raise children's self-esteem. For example, they praise children's achievements appropriately throughout the day. However, staff are not consistent in their approach to helping children understand the expectations of their behaviour. For example, at times, staff fail to offer clear explanations or provide appropriate support to enable children to understand appropriate behaviour.

Outcomes for children require improvement

Overall, children learn to be independent and develop the basic skills and attributes for going to school. For example, the oldest children learn letter sounds and how to form letters in preparation for school. Children grow in confidence and show they can play cooperatively with their peers. However, not all children make good enough progress.

Setting details

Unique reference number	EY473567
Local authority	Lancashire
Inspection number	1060967
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	1 - 4
Total number of places	29
Number of children on roll	34
Name of registered person	Shooting Stars at Christ Church Ltd
Registered person unique reference number	RP533368
Date of previous inspection	29 May 2014
Telephone number	07415 271154

Shooting Stars Nursery has been registered since 2013. It is open Monday to Friday, from 7.30am to 6pm, all year round. The nursery employs 10 members of staff, five of whom hold an appropriate early years qualification, including the manager who holds qualified teacher status. It provides funded early education for two-, three- and four year-old children.

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.

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