

Shooting Stars

168 Lower High Street, Stourbridge, DY8 1TT



Inspection date

23 February 2017

Previous inspection date

24 April 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 supervise children well enough to make sure they are within their sight or hearing at all times.
- Staff do not use the risk assessment process well enough to make sure that all potential hazards are minimised in the most effective way.
- The provider does not reflect sufficiently on the ways in which weaknesses are addressed so that improvements are sustained and children's well-being is always promoted to the highest possible standard.

It has the following strengths

- The quality of teaching is good. Experienced, well-qualified staff engage children well in stimulating, enjoyable activities. Staff make accurate assessments of children's individual needs and use effective methods to close gaps in learning rapidly. Children make good progress in their development.
- Children have fun and are happy in the nursery. They have many opportunities to continue with learning outdoors in the enticing, well-resourced space. Children develop good social and emotional skills, laying a strong foundation for their future.
- Partnerships with parents are strong. Parents share their observations of their children's learning at home and receive regular feedback about their progress in the nursery. Parents are extremely pleased with the level of support they receive. They value the professionalism and caring attitude of the staff.

What the setting needs to do to improve further

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

Due Date

- | | |
|---|------------|
| ■ improve the supervision of children to ensure they are consistently within sight and hearing of staff | 28/02/2017 |
| ■ make sure that any potential risks associated with the storage of resources are minimised as effectively as possible. | 28/02/2017 |

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

- reflect more rigorously on how weaknesses in practice are addressed to make sure there is sustained improvement that actively benefits children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector read written feedback provided by parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a sound understanding of safeguarding issues and they are well informed about their responsibilities to report child protection concerns. However, the monitoring of practice has not ensured that improvements made in relation to the supervision of children have been sustained. There have been occasions when children were not within sight or hearing of staff and risk assessments have not resulted in some hazards being addressed as effectively as possible. Therefore, children's welfare is, at times, not promoted to the best possible level. Self-evaluation does not include enough reflection on how well these key weaknesses have been addressed to ensure improvement is sustained. Leaders and managers support the professional development of the staff very well. Staff attend workshops and lead research projects. As a result, children's achievements in mathematical skills have increased quickly. Managers consistently monitor the individual attainment of children to ensure all make good progress. Parents comment positively on the service they receive.

Quality of teaching, learning and assessment is good

Staff plan effectively for children's learning and provide interesting activities. Staff in the pre-school room adapt their tone of voice and hold children's attention well. They respond to children's interests and encourage them to contribute to their own learning. Children learn to solve problems and staff extend their knowledge of mathematical language with good levels of challenge. Staff in the baby room make learning fun. They sit at children's level and interact using mirrors. They provide effective encouragement for children to practise walking. Staff in the toddler room promote active listening as they read stories and encourage children to point at pictures. Children demonstrate a good understanding of the structure of stories. As staff close the book, children say the words, 'The end'. Staff praise children appropriately, raising their self-esteem and self-belief.

Personal development, behaviour and welfare require improvement

Weaknesses in some areas of practice mean that children's welfare is not always promoted to the highest possible level. However, the key-person arrangements are effective, enabling children to form strong bonds and to make relationships. Children are well supported to learn to do things for themselves. Even children in the baby room independently dispose of used tissues. Children are well behaved and enjoy group play with others. They know what is expected of them and follow rules. Children enjoy healthy meals and lots of fresh fruit for snack. Children delight in outside play and they are provided with physical challenge as they use a wide range of equipment. Children are confident in their interactions with adults and others.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for the next stage in learning. Children are confident and develop good levels of self-awareness and assertiveness. Older children develop skills in early numeracy and literacy in preparation for school. The language skills of all children are promoted well. Children develop the ability to do things for themselves and learn to attend to their personal needs.

Setting details

Unique reference number	EY392718
Local authority	Dudley
Inspection number	1065367
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	59
Number of children on roll	130
Name of registered person	Shooting Stars Nurseries LLP
Registered person unique reference number	RP528938
Date of previous inspection	24 April 2013
Telephone number	01384 444355

Shooting Stars was registered in 2009. The nursery employs 27 members of childcare staff. All hold appropriate early years qualifications at either level 2, 3 or 6. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

