

# Bright Stars Daycare LTD

Heath Mill House, Heath Mill Road, Wombourne, West Midlands, WV5 8AP



## Inspection date

6 March 2017

Previous inspection date

15 December 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Children's welfare and safety are not assured because risk assessment is weak. Not all hazards in the environment are identified and swift and prompt action is not taken to minimise and manage risks that have been identified.
- The nappy changing facilities are not suitably safe or hygienic. This compromises children's health and welfare.
- Children's welfare is not assured. All staff do not have an up-to-date knowledge of safeguarding issues. As a result, all staff cannot identify concerns at the earliest opportunity and do not know the procedures to follow.
- The leadership and the management team are ineffective in ensuring the children's safety, welfare and well-being. Roles and responsibilities are not clear and as result, the monitoring of the welfare requirements is weak and children's safety compromised.

### It has the following strengths

- Teaching is consistently good across the nursery. Staff confidently use the observation and assessment system in place to find out what children can do and enjoy. They use this information well to provide a challenging range of experiences to help children make good progress.
- Staff work closely with parents and involve them in their children's learning. They quickly identify any gaps in children's learning and work with parents to put additional strategies in place where needed.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage and the Childcare Register the provider must:**

	Due Date
■ undertake risk assessments and remove or minimise any hazards, particularly in relation to: children's sleep rooms, skirting boards, walls, ceiling tiles, outdoor play area and the temperature of rooms	06/03/2017
■ provide suitable, safe and hygienic nappy changing facilities	06/03/2017
■ ensure all staff are trained and have an up-to-date knowledge of the safeguarding policies and procedures and are able to identify concerns at the earliest opportunity	10/03/2017
■ ensure the roles and responsibilities of the leadership team are clearly defined to help secure improvement.	20/03/2017

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager, deputy and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

## Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Children's welfare and safety are significantly compromised. The provider has not taken prompt and effective action to remove or minimise identified risks. The sleep room for babies has a wire of trailing lights which is not adequately secured, hanging over cots which are in use. The toddlers sleep room has a missing skirting board which exposes the wall and there is also some plaster on the walls which is loose. These areas are in easy reach of children when they are lying on the sleep mats and pose a potential choking hazard. The large ceiling tile in the kitchen, where food is served daily, is missing. This exposes the pipes and means dust and debris is not contained. Consequently, this poses a potential risk to the area not being hygienic at all times. The toddler sleep room is not kept at a comfortable temperature for children during the winter months. In the outdoor area the flooring underlay has come loose and poses a trip hazard to children. In addition, the risk assessment has not identified that the storage of some old pieces of equipment outdoors makes these easily accessible to children. This poses a risk as these items could easily fall onto children. All staff have not been trained to understand the safeguarding policies and procedures to ensure they have an up-to-date knowledge of safeguarding issues. All staff do not know the procedure to follow if they are concerned about a child and are unable to identify concerns at the earliest opportunity. This means children's welfare and safety are significantly compromised. Self-evaluation is weak. For example, although leaders have identified areas for improvement, action has not been taken to tackle these weaknesses and minimise risks to children. In addition, the roles and responsibilities of the leadership team are unclear. This results in ineffective monitoring of the safeguarding and welfare requirements. The manager places a better focus on monitoring the quality of teaching and provides good support and coaching to staff. As a consequence, the quality of teaching is consistently good.

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

Staff are well qualified and skilfully use the environment, activities and resources creatively to capture the children's interest. Staff know the children well and plan for their interests and next steps to help them make good progress. Staff in the pre-school room place a good focus on preparing children for school. For example, children are confident talkers as they share their news and report how they are feeling. Children listen intently to each other and are motivated to learn. Staff plan an exciting range of sensory experiences which children enjoy. For example, staff in the baby room are animated and entice babies to play with the utensils in the shaving foam. Consequently, babies are keen to join in and eager to communicate with them. All staff place a strong focus on promoting children's communication and language skills during their interactions and are good play partners. Children who have special educational needs and/or disabilities are supported well and are given extra support to help close gaps in their learning.

### Personal development, behaviour and welfare are inadequate

Children's welfare is significantly compromised because of the poor safeguarding and welfare practice. In addition, although staff use disposable gloves and aprons when

changing babies nappies, some of the changing mats are torn and not kept hygienically clean. Consequently, this does not help prevent the spread of infection and the good health of children is not assured. That said, staff place a clear priority on getting to know their assigned key children and build a close relationship with their parents. As a result, staff know the children well including their preferences, dietary requirements and medical needs. Staff in the baby room follow the babies' individual routines and parents' requests in relation to their sleep, mealtimes and bottle feeds. Children are frequently checked when they are sleeping and appropriately clean bedding is provided. Staff place a strong focus on children learning about the benefits of a healthy diet and how exercise is good for their bodies. For example, older children know milk is good for their teeth and bones and how exercise makes their bodies strong. Children learn about their local community, wider world and about the role of the emergency services. For example, children learn how to keep safe if there is a fire and how to cross the road safely.

### **Outcomes for children are good**

Children, including those who speak English as an additional language, make good progress from their starting points. Children show a keen interest in counting, number and colour. They show a fondness in learning about letters and the sounds they represent and making marks. The most-able children enjoy writing their names and copy familiar words. Children are well behaved, enjoy the routine and show care and concern for others. Children are confident and increase their self-help skills well. For example, children confidently serve their own food and scrape their plates. Children acquire the key skills required in preparation for school.

## Setting details

<b>Unique reference number</b>	EY484535
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1086117
<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 - 11
<b>Total number of places</b>	67
<b>Number of children on roll</b>	176
<b>Name of registered person</b>	Bright Stars Daycare Ltd
<b>Registered person unique reference number</b>	RP908915
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	01902276242

Bright Stars Daycare LTD was registered in 2015. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 17 members of childcare staff. Of these, two hold an early years qualification at level 6, 13 hold a qualification at level 3, one holds a qualification at level 2.

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