

# Stars Day Nurseries Ltd t/a Shining Stars Pre- School Nursery

101 Garton End Road, PETERBOROUGH, PE1 4EZ



<b>Inspection date</b>	6 October 2017
Previous inspection date	16 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 nursery is led and managed well. The experienced manager is reflective and implements action plans to continuously improve the quality of provision.
- Staff implement effective strategies to develop children's fine-motor skills. For example, they provide malleable materials every day to help children strengthen the small muscles in their hands in preparation for handwriting.
- Staff work very well with external agencies and other professionals to meet the needs of children with special educational needs and/or disabilities. Staff develop specific plans to help ensure that children receive the appropriate support and make good progress.
- Children are valued and respected. Staff obtain the children's views in a variety of ways. For example, staff introduce a 'feelings post box' in order to record the likes and dislikes for pre-speech children.
- Partnerships with parents are good. For example, home visits and regular stay-and-play sessions help parents and grandparents to become involved in their children's learning.

**It is not yet outstanding because:**

- On occasions, staff do not give children enough time to think about and respond to questions.
- Information from observations is not always used really effectively to evaluate and identify specific next steps in children's learning.

## What the setting needs to do to improve further

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

- strengthen staff's questioning techniques to give children sufficient time to think and consider their responses
- make greater use of observations to assess and plan precisely for children's next steps in learning.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector looked at relevant documentation, such as policies and procedures, self-evaluation, children's records and evidence of suitability and qualifications of staff.
- The inspector took account of the views of parents by speaking with some of them during the inspection and by reading parents' written comments.

### Inspector

Marie Walker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff undergo enhanced Disclosure and Barring Service checks. The manager and staff have a good understanding of child protection issues. They are clear about the procedures to follow should they have any concerns about a child or an adult working with children. Risk assessments help to identify and reduce any potential hazards. The manager holds regular team meetings and undertakes staff supervisory meetings. This helps to maintain the good quality of teaching and target training for staff effectively. Systems are in place to monitor the progress of individual and specific groups of children, including those in receipt of additional funding. Data collated showed that children were making less progress in communication and language. This resulted in training sessions for staff and additional resources being purchased to ensure children made good progress in their communication skills.

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

Children's starting points are obtained prior to entry. Staff have a good understanding of their needs and interests from the very beginning. They plan and deliver engaging activities to enhance children's mathematical skills. For example, children concentrate as they competently match, group and sort a range of conkers, leaves and twigs collected from the local park. They encourage children to look at shape, colour and size. Furthermore, staff extend children's learning by identifying and describing the sensory properties of the objects and children learn new words, such as 'spiky,' 'smooth' and 'crunchy.' They model language well and introduce new vocabulary. This particularly helps to support most children in the setting who speak English as an additional language.

### Personal development, behaviour and welfare are good

The key-person system is effective. Tailored settling-in sessions help children to adjust quickly into nursery life and build secure relationships with staff. They know the children well and fondly interact with them. Staff are positive role models. They teach children how to use good manners and about the importance of sharing and taking turns. Children make good use of the outdoor area where they can be active and challenge their physical skills throughout the day. Children learn about their local community. For example, staff regularly take children to visit the library to broaden their love of literacy.

### Outcomes for children are good

Children, including those who speak English as an additional language, make good progress and any gaps in learning are closing rapidly. Children eagerly participate in activities that stimulate their curiosity. They listen intently and concentrate for prolonged periods of time. Children acquire the skills they need for future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	EY419583
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1094593
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Stars Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905087
<b>Date of previous inspection</b>	16 January 2015
<b>Telephone number</b>	01733-746364

Shining Stars Pre-school Nursery was registered in 2010. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 4, one at level 2 and one is unqualified. The nursery opens during term time only. Sessions are Monday to Friday from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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