

Inspection date	29 November 2017
Previous inspection date	27 May 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The inspirational management team continually evaluates practice and leads a highly reflective team. This gives them an extremely strong understanding of their strengths and ensures they keep developing ways to sustain outstanding outcomes for children.
- Children of all ages are exceptionally independent. For example, although staff have implemented a new system for snacks, children are already extremely competent. Older children politely asked for the butter so that they could pass it to another child who was patiently waiting to use it. They poured their own drinks, cut fruit and when finished, cleared their place and washed up.
- All room leaders are qualified special educational needs coordinators (SENCO) and very rapidly identify where children may need additional support. This ensures very early intervention and, with expert help from the lead SENCO, the staff work extremely well with outside agencies so that children catch up rapidly.
- All children make outstanding progress in their learning and development. Staff share excellent information with parents and other providers to have an exceptional knowledge of each child's development needs. Parents comment highly positively on how involved they are in their children's learning.
- Children's behaviour is exemplary. Staff know children extremely well and keep them highly motivated and challenged. They seek excellent information on babies' routines and meet their physical and emotional needs superbly well.

What the setting needs to do to improve further

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

- evaluate the effectiveness of training to support the less experienced staff even further.

Inspection activities

- The inspectors observed activities and the quality of teaching indoors and outdoors.
- The inspectors spoke with staff, parents and children and took account of the provider's audits and self-evaluations.
- The inspectors checked safeguarding information and the safety of the premises.
- The inspectors held a meeting with the management team and each carried out a joint observation with the deputy.
- The inspectors sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and staff have an excellent knowledge of what to do if children are at risk of harm. The manager deploys staff extremely well and they work together superbly to keep children safe. The management team is highly ambitious and has very high expectations of staff. It provides exceptional support for training and mentoring to develop practice. For instance, the team has recently identified even better ways to support the less experienced staff, to help them provide the same exceptionally high-quality teaching. Through training, staff now develop children's expressive art and design highly imaginatively. For example, they help children to use shadows, take photographs and create picture boards. The management team monitors children's development extremely well. It meticulously identifies where to make improvements for any groups or individual children, working extremely well with parents to support them.

Quality of teaching, learning and assessment is outstanding

Staff use their excellent observations of children's progress exceptionally well to have an impressive knowledge of their next steps. Following training, they very skilfully plan and use children's interests to challenge and highly motivate them. For example, as older children played with water, staff helped them to consider if a large jug would fill a small bottle quicker than a small jug. Children used excellent mathematical language to make predictions, test their ideas and learn about capacity. Staff introduced words, such as 'big' and 'small' when they gave babies different brushes and began to count when they held two sponges for printing. Staff provide excellent support for children's language and communication skills. For example, they used sign language, facial expressions and tone of voice extremely effectively to support babies and children who have special educational needs (SEN), to build on their language and vocabulary.

Personal development, behaviour and welfare are outstanding

Children have extremely high self-esteem. Babies and young children have very close attachments to their key person, which very successfully underpins their development. Staff provide a highly stimulating environment that encourages children's curiosity, desire to investigate and independence skills. For example, toddlers cooperatively used large bricks and planks of wood to build structures. Children gain outstanding skills in their understanding of themselves and others. For example, they visit the local care home and specialist school, where staff provide highly sensitive support for their mutual respect. Children have superb opportunities to be active, keep healthy and enjoy the outdoors.

Outcomes for children are outstanding

Children have highly positive attitudes to learning. They become deeply engrossed in the activities and gain outstanding skills that prepare them exceptionally well for their next stage of development and school. Older boys enjoy looking at books together, discussing what they can see and developing their ideas. They link sounds and letters to develop their early writing skills. Children of all ages are extremely confident and become highly independent learners. Older children spontaneously practise cutting and have an excellent awareness of their own safety.

Setting details

Unique reference number	EY407050
Local authority	Somerset
Inspection number	1094235
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	80
Number of children on roll	138
Name of registered person	Bright Stars Childcare Ltd
Registered person unique reference number	RP529600
Date of previous inspection	27 May 2015
Telephone number	01373 451619

Bright Stars Childcare registered in 2010 and is situated in the town of Frome, Somerset. The nursery is open all year round on Monday to Friday from 8am until 6pm. It closes at Christmas and for bank holidays. There are 25 staff who work with the children. Of these, one holds early years professional status, three hold an early years qualification at level 6, one holds a qualification at level 5, two hold a qualification at level 4, and 16 staff are qualified at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

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