

# Superstars Softplay LTD

Highcroft Youth Centre, Snowden Road, Shipley, BD18 1JD



## Inspection date

Previous inspection date

5 December 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff provide a warm and nurturing environment for children and this helps them form secure attachments.
- Staff resource the setting extremely well with an extensive range of high-quality toys and materials that supports children's learning.
- Staff know the children very well and plan a variety of activities in the setting matched closely to their interests and fascinations. This helps children make good progress.
- Children are learning to respect cultural diversity. They talk animatedly about different religious festivals and understand that families have different beliefs.
- Children are developing good independence. Encouraged by staff to have a go, they persevere and accomplish tricky tasks, such as peeling their own fruit at snack time.
- Safety is of the utmost importance. Staff are alert to any risks to children's health and are quick to respond to their care needs.
- Leadership and management evaluate the quality of the provision well and take account of the views of children, parents and staff. They identify ambitious priorities for improvement.

### It is not yet outstanding because:

- Partnerships with local schools are not consistently effective in preparing children emotionally for their next stage in learning.
- Occasionally, staff miss opportunities to share with parents how they can support children's interests at home to extend their learning even further.

## What the setting needs to do to improve further

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

- enhance the two-way flow of communication with local schools and support children's emotional well-being through seamless transitions
- make better use of opportunities to share with parents how to support children's interests at home, to extend learning even further.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to children, parents and staff and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation, such as records of staff training.

### Inspector

Angela Syson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager checks staff's understanding of safeguarding procedures and discusses updated policies and procedures during regular supervision meetings. Staff talk confidently about risks to children's welfare and the steps they would take to report a concern. Staff are committed to professional development. For example, they acquire a deep understanding of the factors that influence children's behaviour through the study of child psychology. The skilful way that staff interact with children contributes to children's excellent behaviour. The manager has established successful links with the local children's centre and local authority early years adviser. She makes good use of these links to support continuous development.

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

The highly experienced staff team possesses a strong understanding of how children learn. They plan a stimulating environment for children and skilfully incorporate literacy and maths into all areas of play. For example, they strategically place books about construction in the construction area to support boys' fascinations. Differentiated planned activities challenge children of all abilities. For instance, during a board game some children order coloured bears in size and other children learn propositional language, such as 'first' and 'in the middle'. Children who have special educational needs and/or disabilities have their needs well met in this inclusive environment and participate successfully with activities alongside their peers. Staff keep a close check on children's progress and share this with parents. Staff successfully identify where gaps are in learning and plan targeted next steps to help children catch up.

### Personal development, behaviour and welfare are good

Parents comment positively about the level of care provided. During the settling-in period, staff find out about children's interests and talk to parents about what they can already do. This helps them provide continuity and children settle quickly. Children have plenty of opportunities to develop their physical skills in the outdoor area. For example, in the garden they use a range of tools to prepare a vegetable patch and then later harvest what they have grown. Children learn about healthy lifestyles. They know that after they have been running around outdoors that they need to drink lots of water to stay hydrated. Children are active members of the local community. For instance, they visit the local library facilities and enjoy taking letters to the post box with staff.

### Outcomes for children are good

Children are kind and courteous towards each other. They are developing good social skills and take turns during play. Children relish in sensory experiences and make connections about their movements and space. They investigate the properties of water as they observe the flow from one container to another. Children are very creative and take pride in their Christmas craftwork. They sing traditional Christmas songs and are develop a good vocabulary. The skills and attributes children are gaining prepare them well for future learning.

## Setting details

<b>Unique reference number</b>	EY491112
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1020967
<b>Type of provision</b>	Out of school 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>	2 - 11
<b>Total number of places</b>	37
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Superstars Softplay Limited
<b>Registered person unique reference number</b>	RP903474
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07783833131

Superstars Softplay LTD registered in 2015. The setting employs four members of staff. Of these, three hold an appropriate qualification at level 3 and one holds level 2. The setting provides nursery provision between 8.45am until 2.45pm and out-of-school provision from 3pm until 6pm. It operates during term time only. The setting provides funded education for two-, three- and four-year-old children.

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