

# Shiny Stars Day Nursery

1 Simes Street, Westgate, Bradford, BD1 3RB



<b>Inspection date</b>	13 December 2017
Previous inspection date	21 March 2013

<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 dedicated manager evaluates the quality of the nursery regularly. She considers the views of staff, parents and children when planning future changes to the nursery.
- Staff carefully assess the progress each child makes. They quickly identify any gaps in children's learning and take appropriate steps to ensure all children receive the support they need to make good progress.
- The strong partnerships with parents, outside agencies and other providers has a positive impact on children. They share important information to enable them to work together well to meet children's learning needs and promote their well-being effectively.
- Children enjoy their time at the nursery and form warm, close relationships with the friendly and caring staff. Children settle quickly and are confident to make independent choices from an early age.
- Staff support children to respect and celebrate the similarities and differences between themselves and others in a variety of ways. For example, staff discuss their wedding day and the mehndi patterns on their hands as children explore paints with their hands.

### It is not yet outstanding because:

- Occasionally, some staff in the pre-school room do not give children time to think and respond when asking questions to help challenge them in their learning.
- The manager has introduced opportunities for staff to reflect on their practice and share their ideas with each other. However, the process is still in its infancy and not yet fully developed in practice.

## What the setting needs to do to improve further

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

- provide children in the pre-school room with enough time to think, respond and show what they know, when asking questions to extend their learning even further
- continue to enhance existing arrangements for monitoring practice that help staff to learn from each other and improve their practice further.

### Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents and also considered their views in written form during the inspection.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is good

The manager observes staff as they work with children. She meets with them regularly to discuss aspects of their role and to plan their future training needs. The arrangements for safeguarding are effective. Staff can identify issues that would give them cause for concern about a child's welfare. They know how to refer any concerns to the relevant authorities. The manager receives regular safeguarding updates when she attends manager's meetings. This helps to ensure her knowledge remains up to date. Daily checks of the environment help to ensure the nursery remains a safe place for children. Parents are well informed of their children's progress. They report positively on the support they receive and appreciate that their views are valued.

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

Staff enthusiastically play with children and talk to them about what they see them doing. Overall, staff support children to develop their communication, social and physical skills well. They introduce new and exciting words as children play. For example, as children mix different colours of paint staff use the word 'transform' as they talk to children about the changes they can see. Younger children confidently explore a wide range of sensory activities, while older children learn how to hold a pencil and make marks. Staff support children to develop their understanding of mathematical ideas. For example, staff encourage children to compare the height of their towers and use words such as 'taller' and 'shorter'. Younger children delight in joining in number rhymes and older children confidently count during group activities.

### Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment. They are effective role models who support children to manage their own behaviour consistently. Staff sensitively remind children when some behaviours are not appropriate and support them to make the right choices. Children are aware of staff's high expectations and are effectively supported to play well and be considerate of each other. Staff are aware of the importance of a healthy lifestyle. For example, they talk to children about the importance of healthy food and support them to brush their teeth after they have eaten. Staff provide daily opportunities for outdoor play in the fresh air and in consultation with parents, have successfully developed the outdoor area since the last inspection.

### Outcomes for children are good

Children are confident and independent learners. All children enjoy the activities available and show sustained levels of interest in what is provided, in relation to their age. Younger children explore their surroundings. They discover things for themselves, investigating how toys work as they press buttons. Older children learn to hear the sounds that letters make in words. All children make good progress from the time they start at nursery. They learn a range of important skills that helps to prepare them for their future learning, including school, when the time comes.

## Setting details

<b>Unique reference number</b>	EY358779
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1065018
<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>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Hameeda Zaman
<b>Registered person unique reference number</b>	RP514321
<b>Date of previous inspection</b>	21 March 2013
<b>Telephone number</b>	01274 732 654

Shiny Stars Day Nursery registered in 2007. The nursery employs seven members of childcare staff, of whom six hold appropriate early years qualifications from level 2 to 4. The nursery opens Monday to Sunday all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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