

# Tiny Stars Day Nursery

Ash House, Goulbourne Street, Keighley, West Yorkshire, BD21 1PG



## Inspection date

13 June 2018

Previous inspection date

20 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager is dedicated and passionate about her role. She is ambitious about the continual improvement of the setting, acting upon the views of parents and children. Parents are complimentary about the care their children receive.
- Staff embrace children's home cultures and customs. They help children to understand why people have different lifestyles and learn about their differences. Children have good opportunities to find out about their local communities and the wider world.
- Children are happy and settled. They demonstrate good behaviour and benefit from positive praise. Staff remind children of rules and boundaries to keep them safe during play, giving clear examples such as 'kind hands and kind feet' and 'we walk inside'.
- Staff support children who have special educational needs (SEN) and/or disabilities exceptionally well. Staff develop effective partnerships with a wide range of other professionals to provide children with individual tailored support.
- Children learn to become independent, selecting their own healthy snacks and tidying away the resources in the snack café. Children learn about healthy lifestyles and new life, for example, through growing vegetables in the outdoor planting area.

### It is not yet outstanding because:

- At lunchtime, staff deployment means children are not consistently engaged and supported when eating.
- Although staff have good relationships with parents, they miss opportunities to encourage parents to contribute to their child's learning and development.

## What the setting needs to do to improve further

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

- review deployment of staff at lunchtimes to ensure they consistently provide support while the children eat
- strengthen further the two-way flow of information sharing with parents to engage them all highly successfully in their children's learning.

### Inspection activities

- 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 at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at a sample of documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Dent

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of their responsibility to keep the children safe from harm. The managers frequently check staff's knowledge, for example, through on-the-spot questioning and questionnaires. Staff implement policies and use checklists and risk assessments to keep the children safe. The manager uses effective supervision systems and role models good practice to help staff enhance their skills. Recent focus and training to support children's communication skills have particularly benefited those children who speak English as an additional language. The management team and staff regularly track children's progress to help them identify and address any gaps in learning.

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

Staff know the children in their care well and create a stimulating environment that supports children's learning and development. Staff develop children's interests. They join in with children's activities, extending ideas and enriching language development through effective questioning, and give children time to solve problems. For example, as toddlers play in the sand, staff ask them what they need to make more sculptures. Children of all ages enjoy singing songs and dancing with the staff as part of their daily routines. Staff make learning enjoyable for the children. For instance, together children and staff conduct a puppet show and children actively engage in imaginative play as they create a story. Babies become engaged in songs and rhymes, and the staff make effective use of finger puppets and props to make the songs come to life for them.

### Personal development, behaviour and welfare are good

A friendly and welcoming atmosphere greets the children and their families on arrival. The children benefit from close relationships with their key persons and other staff. Those children who need reassurance are helped to settle well, for example, with bilingual staff using children's home language to communicate with them. Babies' personal needs are met; they benefit from staff giving them cuddles and singing lullabies when they are tired. Children develop their physical skills as they take turns to climb the steps up to the top of the slide and assist each other with using the pedals on the bicycle. Staff's consistent approach to promoting positive behaviour helps children develop kindness and consideration for one another. Children are well prepared for transition within the setting, such as visiting their new room, and for the move to school.

### Outcomes for children are good

All children, including those who speak English as an additional language, those who receive funding and those who have SEN, make good progress from their starting points. Children initiate their own play and follow their interests. Children show pride in their achievements, such as when they paint and make marks inside and outside, showing their emerging writing skills. Children are confident and express their wishes and needs. Young babies are happy as they explore the environment and investigate the toys.

## Setting details

<b>Unique reference number</b>	EY468011
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1102703
<b>Type of provision</b>	Sessional 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 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Tiny Stars Day Nursery Limited
<b>Registered person unique reference number</b>	RP911454
<b>Date of previous inspection</b>	20 March 2014
<b>Telephone number</b>	01535 66 55 00

Tiny Stars Day Nursery registered in 2013. It is situated in Keighley. The nursery opens five days a week for 51 weeks of the year, from 8am to 6pm all year round. There are 13 staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. Two staff hold relevant early years qualifications at level 6. The nursery receives funding for early years education for children aged two, three and four years old.

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