

Super Stars Nursery

Ideal House, 41 Longcauseway, Bolton, BL4 9BP



Inspection date

13 July 2018

Previous inspection date

30 August 2016

| 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

- Staff provide a stimulating environment. They provide a good range of challenging and exciting resources and activities, indoors and outside.
- Children who have special educational needs and/or disabilities are monitored closely and receive targeted support to help them progress from their individual starting points.
- Staff use a range of effective teaching skills to help children make good progress. They know when to step in and support children's learning or let them explore and investigate on their own.
- Children of all ages form strong relationships with their key person. Staff support children well as they gently settle into the nursery or move to a new room.
- The manager and staff work closely together to address the recommendations raised at the last inspection. For instance, regular staff supervisions and observations of practice are helping to raise the quality of teaching.

It is not yet outstanding because:

- Staff have not fully established highly successful systems to share information about children's learning with all parents, especially those who speak English as an additional language.
- On occasion, the tracking of individual children's progress is not precise enough to identify any changes in children's learning and development swiftly.

What the setting needs to do to improve further

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

- enhance methods of communication with parents, particularly those who speak English as an additional language, to ensure they are fully involved in their children's learning
- refine the tracking of individual children's progress so that any changes in children's learning and development are swiftly identified.

Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector checked the evidence of the suitability of the staff, confirmation of staff training and qualifications, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.
- The inspector held a meeting with the managers and spoke with staff and children.

Inspector

Linda Shore

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a strong knowledge of child protection issues and know how to recognise when a child's welfare is at risk. They are very aware and knowledgeable about wider safeguarding issues, including issues about children's non-attendance. They know how to record and report on any concerns they have. Managers use reflection well to evaluate the quality of the provision and they know how to make continuous improvements. Staff are fully involved in the process and their contributions are valued. Staff feel well supported by the management team, through their regular meetings and training. Recent training on positive behaviour management has been beneficial in helping staff to manage children's behaviour more effectively.

Quality of teaching, learning and assessment is good

There is a good range of resources available and the space is well organised so that children can access activities of their choice. Staff have a good understanding of children's interests and current stage of development. Overall, they regularly observe and assess children's learning well. This helps them to plan activities that challenge and engage children in learning. Children use their imaginations well. They dress up as their favourite characters and create action scenarios. Staff support children's communication skills effectively. For instance, they introduce new words, such as 'sprinkle' as children are spreading glitter. Older children use language such as 'bigger' and 'smaller' to compare the size of circles and they learn to identify a variety of shapes in the environment. Children enthusiastically engage in singing with actions. They join in with the song as they 'Clap their silly's out'.

Personal development, behaviour and welfare are good

Staff support children's independence and self-care skills well. For example, children eagerly help with routine tasks such as handing out cups and plates and serving their own food. They enjoy sitting together to share nutritious and healthy meals. Children learn how to manage their own personal hygiene with support appropriate to their age and stage of development. Staff are good role models and help children to recognise how their behaviour might upset other children. Outdoor play is a favourite for children of all ages. They have plenty of opportunities for exercise in the fresh air and particularly enjoy riding tricycles and cars. They become experts at using pedals from a young age and steer confidently around obstacles.

Outcomes for children are good

Children gain skills that help them to be prepared for their future learning, including their eventual move to school. Babies have lots of space to practise as they begin to roll, crawl and walk. Older children sit and concentrate for extended periods. They hold a pencil correctly as they draw and they practise using tools, such as scissors. Toddlers are keen to explore their environment and make decisions about where they would like to play.

Setting details

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| Unique reference number | EY495450 |
| Local authority | Bolton |
| Inspection number | 1140932 |
| 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 - 5 |
| Total number of places | 123 |
| Number of children on roll | 135 |
| Name of registered person | Super Stars Nursery Limited |
| Registered person unique reference number | RP535025 |
| Date of previous inspection | 30 August 2016 |
| Telephone number | 01204862171 |

Super Stars Nursery registered in 2015. The nursery employs 29 members of staff. Of these, 19 hold appropriate early years qualifications at level 2 and above. One member of staff holds qualified teacher status. The nursery opens all year round, from 7am until 6pm from Monday to Friday, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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