

Shining Stars Day Nursery

New Testamant Church Of God, Anglesea Road, London SE18 6EG



Inspection date

30 July 2018

Previous inspection date

19 February 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Arrangements to monitor staff's practice are not strong enough to identify the inconsistencies in the quality of teaching. Some staff do not ensure that all children are challenged enough in their learning.
- Staff do not consistently explain consequences of children's actions, particularly when they play inappropriately with equipment, to help them understand risks and how to stay safe.
- Children have few opportunities to develop their enjoyment of books and build on their early literacy development.

It has the following strengths

- The manager and staff have worked closely with the local authority early advisers to address most of the actions raised at the last inspection. Staff now fully understand their role in child protection.
- Staff develop effective partnerships with parents. They regularly share information about children's achievements and offer ideas to support children's learning at home, to help provide continuity.
- Children have fun and make some progress across all areas of learning. Children form positive relationships with staff and these help to boost their confidence.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the monitoring of staff's performance to target support for staff precisely to raise the quality of teaching to consistently good levels.	30/08/2018

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

- increase opportunities for children to develop their interest in reading activities, to help their early literacy development
- consider ways of helping staff to be more consistent in their behaviour management approach, and develop children's understanding of risks and how to stay safe.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the manager and looked through sample documentation, such as evidence of staff's suitability and qualifications.
- The inspector completed a joint observation with the manager and held discussions about children's progress.
- The inspector spoke with staff at appropriate times throughout the inspection.

Inspector

Josephine Afful

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have developed their knowledge and understanding of safeguarding with particular regard to the procedure to follow in the event of an allegation against a colleague. They are aware of their duty to protect children who may be at risk of exposure to extreme views and behaviours. The provider follows effective recruitment processes to check staff working with children are suitable. The manager deploys staff well to supervise children's play and ensures that risk assessment is carried out to ensure children's safety. Although the manager has introduced regular staff supervisions and key-person meetings to monitor staff's practice, this has not helped to address the inconsistencies in the quality of teaching. The manager and staff work closely with outside agencies to target support for children who have special educational needs.

Quality of teaching, learning and assessment requires improvement

The quality of teaching still remains inconsistent. For example, staff do not consistently have clear learning intentions for their planned activities to ensure that children who are most able receive sufficient challenge in their learning. Some children tend to occupy themselves rather than actively learning. Nonetheless, staff provide a varied range of activities that is matched to children's interests. For example, children enjoy using cars to make marks in cornflour and washing dolls. Overall, staff use appropriate methods to support children's language. For example, they comment on what children are doing, ask questions and allow children to express their ideas. Staff encourage older children to practise their writing and number-recognition skills in preparation for their move to school. However, they do not consistently provide extensive opportunities for children to build on their interest in reading, to help support their early literacy skills.

Personal development, behaviour and welfare require improvement

Although staff have recently attended behaviour management training to help improve their knowledge and understanding of how to manage children's behaviour appropriately, this is not fully embedded in practice. For example, some staff do not explain the consequences of children's actions, particularly when they play inappropriately with equipment, to help them understand risks and how to stay safe. Generally, some staff encourage children to share and take turns during activities. Staff provide healthy meals and opportunities for children to have regular access to outdoor play, to support their physical well-being successfully.

Outcomes for children require improvement

Overall, some children are confident and sociable, which helps to prepare them for their move on to school. However, due to the inconsistencies in the quality of teaching, some children, particularly the most able, do not make the progress of which they are capable. Children are active and imaginative. For example, toddlers enjoy touching and rolling dough and making different shapes out of it. Some older children can count and begin to write their names. Overall, children acquire basic skills they need for their next stage of learning, including starting school.

Setting details

Unique reference number	EY501266
Local authority	Royal Greenwich Children's Services
Inspection number	10056973
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	41
Number of children on roll	18
Name of registered person	Shining Stars Immaculate Ltd
Registered person unique reference number	RP535481
Date of previous inspection	19 February 2018
Telephone number	07446197572

Shining Stars Day Nursery registered in 2016. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. It receives funding for free early education for children aged two, three and four years. There are 10 staff, including the two directors, who work directly with the children, eight of whom have relevant qualifications in childcare at level 2 and above. This includes a member of staff who holds early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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