

Inspection date	12 December 2018
Previous inspection date	15 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 work effectively with parents and other professionals to help to promote a consistent approach to support children's learning and development. All children make good progress, given their starting points. This includes those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- The manager regularly reviews the quality of the provision. She seeks and welcomes the views of children, parents and staff on an ongoing basis. This information is used to make improvements to the quality of practice.
- Staff plan a stimulating learning environment, with high-quality, age-appropriate resources for children to choose from independently. They keep parents well informed of the progress children are making and provide ideas for activities to continue learning at home.
- Staff are sensitive to each child's individual needs, routines and personal care. They promote good hygiene routines and provide children with healthy and nutritious food. Staff effectively promote children's confidence and self-motivation as well as their physical and emotional well-being.
- The manager does not use highly targeted strategies to evaluate the effectiveness of staff qualifications, training and monitoring of the quality of teaching and learning to help children to achieve the highest levels of achievement.
- The manager has not developed highly effective methods to ensure that assessments of children's progress and plans for what they need to learn next are accurate, incisive and purposeful.

What the setting needs to do to improve further

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

- build on the strategies to evaluate the effectiveness of staff qualifications, training and monitoring of the quality of teaching and learning to support children to make the best possible progress
- enhance the methods used to review children's progress and the individual plans to support what they need to learn next so that they are even more incisive and purposeful.

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 some parents, staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector
Cath Palser

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of their roles and responsibilities in safeguarding children. They know the procedures to follow should they be concerned about a child's safety or welfare. Staff are deployed effectively throughout the day. They supervise children to keep them safe and meet their needs effectively. Additional funding is used purposefully, for example, the manager has invested in a range of high-quality books. Staff use the books effectively to promote children's understanding of the world, language and early literacy skills, ready for school.

Quality of teaching, learning and assessment is good

Staff encourage young children to explore and experiment using the high-quality technology and sensory experiences, which stimulate their interest and curiosity. Older children play and explore with imagination and enjoyment. They design and make their own creations using a range of media and materials. Staff promote children's communication and language skills well. They tune in to children's interactions and use a variety of verbal and non-verbal communication. Staff introduce descriptive language and encourage children to join in with the nursery rhymes and action songs. Children move their bodies with expression and enthusiasm as they listen to the different music. Staff provide a range of experiences for children to learn about other cultures that are different from their own. All children develop the skills and attitudes that support their future learning.

Personal development, behaviour and welfare are good

The key-person role is effective. Staff work together with parents to share ongoing information to get to know children well. They are good role models and share ideas with parents to promote consistency in promoting children's positive behaviour. Children develop a strong bond with staff. They are kind to each other and play together cooperatively. Children help care for the pet animals and learn about the world around them. They take part in regular outings in the local community and have plenty of opportunities to exercise and play energetically. Children enjoy taking on a challenge and learn how to keep themselves safe. For example, they climb the large play apparatus and use the scissors with care.

Outcomes for children are good

All children, including those with SEND and those who speak English as an additional language make good progress towards the early learning goals. They enjoy good relationships with their peers and make friends easily. Children show a strong sense of belonging and are eager to have a go and take part in activities. They listen to others and are confident to contribute towards discussions and share their views and experiences. Children enjoy participating in the range of enjoyable activities to promote their early literacy and mathematical skills. They are active and independent learners and are developing the skills and attitudes they need, ready for school.

Setting details

Unique reference number	EY387337
Local authority	Blackburn with Darwen
Inspection number	10086985
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 5
Total number of places	120
Number of children on roll	100
Name of registered person	Atcha, Riyaz
Registered person unique reference number	RP514867
Date of previous inspection	15 August 2017
Telephone number	01254265760

Shining Stars registered in 2009. The nursery employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 2, including nine staff members who hold a qualification at level 3 and five staff members who hold a qualification at level 6. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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