

# Bright Stars Childcare

Cleworth Childrens Activity Centre, Cleworth Road, Middleton,  
MANCHESTER M24 5DF



<b>Inspection date</b>	26 March 2019
Previous inspection date	28 April 2016

<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 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 an inclusive environment that promotes and celebrates diversity. All children's needs are carefully considered when organising the environment. Children are respected and valued as individuals and they are learning to respect each other's differences.
- Staff work especially closely with outside agencies. They provide excellent support for children with special educational needs and/or disabilities and those that are vulnerable. Professionals speak very highly of the work the nursery does to support children to make the best possible progress.
- Staff have developed effective strategies to involve parents in their children's learning. For example, they use online systems and discussions to update parents about their child's progress. This helps parents to guide their children's learning at home.
- Staff prioritise school readiness. They focus strongly on developing children's early literacy skills and mathematical development. Children acquire the skills, attitudes and dispositions they need for the next stage of their learning.
- Staff ignite children's curiosity about the world around them. They provide opportunities for children to learn about the cycle of life. Children examine tadpoles to look for changes and confidently explain how they will grow to be frogs.
- Additional funding is used well to help individuals and groups of children achieve their full potential. For example, staff lead intervention groups to provide targeted support in order to maximise children's learning.
- The arrangements for monitoring, coaching and supporting staff are not highly effective in promoting the highest possible quality in all aspects of individual staff practice.

## What the setting needs to do to improve further

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

- enhance the arrangements for monitoring, coaching and supporting individual staff to enhance the overall quality of practice to a consistently higher level.

### Inspection activities

- The inspector observed activities in all areas of the nursery. She assessed the impact of the quality of teaching and learning.
- The inspector held meetings with the provider, deputy manager and special educational needs coordinator.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation, including records of the progress children have made, policies and procedures and complaint records.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

**Inspector**  
Helen Gaze

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff receive regular safeguarding training which includes updates about legislative changes. They know what action to take if they had concerns about the welfare of children. All staff hold paediatric first-aid certificates and have a good knowledge of how to manage minor accidents and provide first aid in emergencies. The manager, who is also the provider, uses self-evaluation effectively to help identify areas for improvement and swiftly make positive changes. She works closely with parents, staff, children and other professionals to develop incisive and well-targeted development plans. The manager monitors children's learning well, to assess the progress of different groups of children. This helps staff to swiftly identify any gaps in children's development, and interventions are promptly put in place.

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

The quality of teaching is consistently good throughout the nursery. Staff have a good knowledge of how children develop and learn. They regularly assess children's learning and accurately identify the next steps in their learning. Children have access to a wide range of writing materials to support their literacy development. Older children develop good pencil control and they are beginning to form recognisable letters correctly. Babies have great fun exploring and making marks with paint, sand and chalk. Children have continued access to outdoors, which fosters their independent learning. While outside, toddlers are physically confident and overcome challenges, for example when they carefully walk across tyres. Older children absorb themselves in learning about weight and capacity as they fill and empty various sized containers in the water tray.

### Personal development, behaviour and welfare are good

Children are well supported to settle into the nursery. Staff offer home visits to each child prior to them starting to gain knowledge of their individual needs and family circumstances. Staff provide a stimulating, welcoming and child-centred environment. Transitions within the nursery are very well planned to take account of children's abilities and individual needs. Where possible, staff move with their key group to help ensure continuity of care and learning. Children have developed secure attachments to the staff who care for them. Staff promote children's positive behaviour. They help children to understand boundaries, follow routines and understand the needs of others. Staff use lots of positive praise to help children to gradually gain their independence in readiness for school. For example, younger children feed themselves and older children help to serve meals and snacks.

### Outcomes for children are good

Children make good progress from their starting points. Gaps between different groups of children, including those in receipt of funding, are narrowing. Staff actively support children to develop good communication skills. For instance, they use visual objects and picture cards for reference, alongside non-verbal communication techniques. Children of all ages enjoy participating in singing nursery rhymes and action songs. They explore instruments and show great interest in the sounds that they make.

## Setting details

<b>Unique reference number</b>	EY481194
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10076250
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Brightstars Childcare (Cleworth Road) Ltd
<b>Registered person unique reference number</b>	RP906458
<b>Date of previous inspection</b>	28 April 2016
<b>Telephone number</b>	0161 643 2536

Bright Stars Childcare registered in 2014. The nursery employs 16 members of childcare staff, including the provider and the manager. Of these, three hold appropriate early years qualifications at level 6, and 11 hold early years qualifications at level 2 and above. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.30am until 4.15pm.

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