

Shine (EAST NORFOLK)

Alpha Road, Great Yarmouth, Gorleston-On-Sea, Norfolk NR31 0LG



Inspection date	29 March 2019
Previous inspection date	13 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider has not supplied Ofsted with the required information so that suitability checks can be completed on all trustees.
- On a few occasions, children who are older or more able are not challenged to the highest level.
- Sometimes, activities involving larger groups of children are not fully tailored to the needs of all those taking part.

It has the following strengths

- Staff are enthusiastic about their roles. They talk about how much they enjoy working with children. Children are well cared for and staff are very respectful of their individual needs.
- Teaching is consistently good. Staff question children very well. For instance, they ask children open questions to encourage them to think and then wait for their response.
- Children have many opportunities to play indoors and outside. Staff offer children a wide range of activities which keep children motivated and engaged in their learning.
- Staff work effectively with outside agencies to help children and their families get the help they need. They have established many links with professionals, such as speech and language therapists, social workers and physiotherapists.
- Children make good progress in their learning. Children with special educational needs and/or disabilities (SEND) are very well supported to develop their social awareness and independence skills.
- Parents are very pleased with the quality of care and the skills their children develop. They appreciate the support of the caring staff.
- The manager regularly evaluates the quality of teaching and has action plans in place to drive future improvement.

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
provide Ofsted with the required information, in a timely manner, so that checks can be carried out to confirm the suitability of all trustees.	29/04/2019

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

- extend the levels of challenge for children who are older or more able
- enhance the organisation of larger group activities in order to highly tailor learning to children's differing needs and abilities.

Inspection activities

- The inspector had a tour of the setting and observed a staff briefing.
- The inspector observed activities indoors and outside. She assessed the impact these have on children's learning and personal development.
- The inspector held meetings with the nominated person and the manager. She talked to the special educational needs coordinator, staff members and children at appropriate times. The inspector spoke to parents to obtain their views.
- The inspector carried out a joint observation with the manager and evaluated the quality of teaching. The inspector looked at the self-evaluation and discussed plans for improvement.
- The inspector viewed a range of documentation, such as children's records, policies and procedures and evidence of the suitability checks carried out on staff.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management requires improvement

The provider has not supplied Ofsted with the required information to enable the necessary suitability checks to be carried out on all trustees. However, the trustees do not work directly with children and do not have access to confidential information. All staff working with children have an enhanced Disclosure and Barring Service check. Safeguarding is effective. Staff have a clear knowledge of the signs that may indicate that a child is at risk from harm. They report any concerns swiftly to the relevant authorities. Staff are diligent at ensuring that any concerns about children and the action taken are clearly documented. Staff take part in regular meetings to discuss their practice and identify areas for continued improvement. Training is regular and consistent to ensure that staff have a shared understanding of how to meet children's needs.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their development. They use this information to plan the next steps in children's learning. The manager tracks children's progress to identify where children need extra support. Staff have clear systems in place to assess the development of children with SEND. For instance, they use development journals to record children's individual progress. Children readily choose what they would like to play with and show high levels of interest in activities, such as painting, printing and messy play. Staff help children to problem-solve. For instance, they help them to build pipe ways and to work as a team to build a robot from bolts and screws. Staff pick up on children's spontaneous interests and develop these. When children spot an aeroplane, staff talk to them about where they think it may be going. Parents are well involved as partners in children's learning.

Personal development, behaviour and welfare require improvement

The weakness identified in leadership and management has the potential to affect children's welfare. However, staff are vigilant and keep children safe. Children show strong bonds with their key person and regularly invite them to play. Good behaviour is consistently encouraged. Staff are positive and encourage children to follow agreed rules. Children have many opportunities to develop their physical skills, for instance in the outside area. They balance on textured walkways and explore ways of moving. Children who are developing their movement skills are well supported to gain the strength to sit up and crawl. Children eat healthy snacks and are encouraged to do things for themselves. For instance, where appropriate, they help themselves to drinks and put away their own plates after eating. A wide range of specialist equipment is available to support children's individual needs.

Outcomes for children are good

Children learn many skills to prepare them for their futures. Staff help to prepare older children for starting school. Parents comment on the progress children make with their social relationships, behaviour and communication skills. Additional funding is spent well, for example on new resources based on children's interests, or to close gaps in their learning. Children enjoy caring for animals kept on site; they talk fondly about 'chick chicken' and the guinea pigs called 'ham', 'egg' and 'chips'.

Setting details

Unique reference number	EY270216
Local authority	Norfolk
Inspection number	10073262
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 17
Total number of places	30
Number of children on roll	59
Name of registered person	SHINE (EAST NORFOLK)
Registered person unique reference number	RP521682
Date of previous inspection	13 April 2016
Telephone number	01493 661000

Shine (EAST NORFOLK) registered in 2003 and is run by a board of trustees. The setting employs 30 staff to work with the children. Of these, 20 staff hold qualifications at level 2 and above; this includes one member of staff who holds qualified teacher status and two staff who hold other qualifications at level 6. During term time, the nursery opens Monday to Friday, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports many children with SEND. During the school holidays and on designated Saturdays, from 10am until 3pm, the setting runs short breaks for children with SEND.

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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