

# Shining Stars Day Nursery

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



<b>Inspection date</b>	25 June 2019
Previous inspection date	30 July 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Leaders and managers are committed to continuous improvement. Clear and concise action plans are implemented well. As a result, the nursery has made strong improvement since the last inspection.
- Staff gather information from parents on what children can already do when they first attend. This helps staff to identify children's starting points. As children progress, staff continue to observe them regularly as they play. Staff check children's achievements closely.
- Partnerships with parents and external agencies are effective. The management team and staff help parents to support their children's well-being at home.
- Parents are happy with the care and education their children receive at nursery. Parents said that their children feel safe and secure. They said their children are well prepared for starting school.
- The quality of teaching is good and continues to improve. Staff said they feel more confident as a result of professional development opportunities. Staff strengthen their skills in promoting literacy and early language development.
- Children are eager to play outside. However, the outdoor space is not used to its full potential. This means that children do not routinely engage their curiosity and explore a broad range of challenging activities outside.
- Older children show a willingness to carry out daily tasks. However, staff do not routinely support these children to carry out simple tasks, such as setting tables and tidying away after they finish playing. This means children miss opportunities to develop their independence and take responsibility for their environment.

## What the setting needs to do to improve further

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

- make better use of the garden to create a stimulating environment with a broad range of challenging activities for children who learn best outside
- develop older children's independence and understanding of how to take responsibility by encouraging them to carry out manageable tasks.

### Inspection activities

- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of staff suitability.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector viewed the learning environment, indoors and outdoors, and observed children as they played.

#### Inspector

Trina Lynskey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the procedure to follow should they have any concerns about the welfare of a child. The manager makes good use of professional support offered by outside agencies. This helps to improve the provision overall. Regular team meetings and supervision arrangements are in place. These help to raise the standard of care and education across the nursery. For example, the manager checks staff understanding of safeguarding at every team meeting. Since the last inspection, the manager has carefully considered the layout of the indoor environment. Routine risk assessments ensure children's safety and security. Information for parents is clearly displayed in the entrance area, including important dates, the weekly menu and activity planning.

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

Staff support children to recognise letters and sounds. Older children can recognise their names. The nursery has a range of resources to support early writing skills. A defined craft and messy-play area encourages children to freely express themselves. Staff use observation and assessment well to identify individual children's next steps in learning. Planning reflects individual children's interests and common themes. This helps staff to set up activities that support a wide range of children. Staff plan a good range of challenging activities to help achieve children's learning goals. This helps staff to support children to build on what they already know. The nursery uses additional funding well to support individual children's development and progress.

### Personal development, behaviour and welfare are good

Since the last inspection, staff have attended training in promoting positive behaviour. They use the skills and practice learned to manage children's behaviour effectively. Staff use positive words and explanations to help children to understand instructions. For example, when staff say 'don't run', they add, 'because you might slip and fall'. Staff have developed a sensory room with stimulating light resources and textures. This supports small-group work and provides an excellent refuge when children need a quieter space. Children learn about the benefits of a healthy lifestyle. They enjoy healthy meals and snacks. Staff manage each child's care and dietary needs well. Children are eager to wash their hands before eating. They learn to manage their own self-care well. Children interact well with their peers. Staff are calm, and they model the good behaviour expected of children.

### Outcomes for children are good

All children make good progress from their individual starting points. Children make friendships with a diverse group of peers. They show respect and tolerance to others. Toddlers begin to develop independence, such as putting on coats to go outside. Older children learn to recognise their names and develop their number skills. Children gradually learn the key skills they need to prepare them for starting school.

## Setting details

<b>Unique reference number</b>	EY501266
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10085297
<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>	1 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Shining Stars Immaculate Ltd
<b>Registered person unique reference number</b>	RP535481
<b>Date of previous inspection</b>	30 July 2018
<b>Telephone number</b>	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 six staff, including the two directors, who work directly with the children. Of these, five have relevant qualifications in childcare at level 2 and above, including a director who holds early years professional status.

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