

Bright Stars Pdn

Hanover Mill, Fitzroy Street, ASHTON-UNDER-LYNE, Lancashire OL7 0TL



Inspection date	8 August 2019
Previous inspection date	25 March 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Well-qualified and experienced leaders have worked exceptionally hard to address the actions raised at the previous inspection. Together with the local authority, staff and parents, they develop action plans that are swiftly implemented. Future plans are ambitious and a clear vision is in place to help raise the quality even further.
- Partnerships with parents are a key strength. Effective systems are in place to share and gather ongoing information about children's care and learning. Leaders provide parents with opportunities to help them support their child's learning at home. For instance, parents attend first-aid training and information evenings to help them prepare children for starting school.
- Positive and enthusiastic staff treat children with respect and kindness. For example, before engaging in care routines with babies, such as wiping their nose, staff consult with them to gain their consent. Staff also ask two-year-old children to vote for their favourite rhymes at singing time. This helps children to feel valued and provides them with the confidence to express their views.
- Staff use the information gained from their accurate assessments of children's learning to plan challenging experiences, overall. For example, they provide two-year-old children with exciting opportunities to help build on their physical skills. Children delight as they clamber over tyres and balance along planks of wood outdoors, before jumping off at the end with confidence.
- At times, staff do not give enough consideration to the planning and delivery of small-group sessions, such as those aimed at supporting two-year-old children's listening and attention skills.
- Since the previous inspection there have been many staff changes and a restructure of the leadership team. Leaders have been proactive in implementing new systems to monitor staff practice, such as sharing and modelling best practice. However, these systems are still in their infancy and are not well embedded across the whole staff team.

What the setting needs to do to improve further

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

- enhance the planning and delivery of small-group sessions and help two-year-old children to build on their good listening and attention skills even further
- continue to embed the new systems to monitor staff practice and help raise the quality of practice to the highest achievable levels.

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 observed a planned activity and jointly evaluated teaching with the teaching and learning mentor.
- The inspector spoke to staff and children at appropriate times during the inspection. She held a meeting with a local authority adviser.
- The inspector held meetings with the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents and one grandparent on the day of the inspection. She viewed written feedback from parents and external agencies, and took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders implement a number of robust policies and procedures that help to keep children safe. For instance, a designated attendance officer is responsible for monitoring children's attendance daily. They liaise swiftly with external agencies, if required. Leaders provide staff with supervisory sessions and, overall, this helps staff to develop their skills. Leaders ensure that all staff access regular child protection training and updates. This contributes to staff's excellent understanding of how to identify and respond to concerns about children's safety or welfare. Leaders are vigilant and complete rigorous risk assessments of the environment daily and on an ongoing basis. This helps to ensure that children can explore safely. Children are very aware of the rules of the setting and this also helps to keep them safe. For example, pre-school children know that they can only use the work bench when staff supervise and play alongside them.

Quality of teaching, learning and assessment is good

Leaders work closely with staff to monitor children's progress. They make effective use of additional funding to help promote children's learning further. For example, leaders have recently used funding to enhance the work bench in the pre-school room. This provides children with exciting opportunities to develop their finger and hand muscles, such as connecting nuts and bolts and hammering nails into wood. Staff working with babies promote their speaking skills effectively. For example, as babies play with dough and a small frying pan, staff model language such as 'flip' and 'pancake'. Babies are motivated to learn and make wonderful attempts to repeat the language that they hear. Pre-school children enjoy becoming actively involved in story sessions. They confidently join in with parts they are familiar with. Children ask and answer questions and make predictions, for example what they think the pirates might do next. This helps them to develop some of the skills required for early reading.

Personal development, behaviour and welfare are good

The nursery environment is well organised and welcoming. Each room has a number of areas and resources that capture children's curiosity and natural instinct to explore. For instance, the role-play areas have an abundance of real-life objects from children's diverse backgrounds. This helps to promote children's imagination skills as they enjoy recreating scenes from home. Staff help children to manage and regulate their feelings and behaviour well. For instance, they use picture cards that represent feelings and share these strategies with parents to promote consistency. Children's behaviour is suitable in relation to their age. Leaders consult with parents regularly and ensure, for instance, that permission for taking photographs of children is obtained.

Outcomes for children are good

Children of all ages develop good levels of independence in a range of ways. For example, at mealtimes, babies help to serve food safely. All children engage in self-registration as they arrive each day. Two-year-old children recognise their photographs and names. Pre-school children practise forming some recognisable letters. All children make good progress and are developing skills for future learning, such as starting

school.

Setting details

Unique reference number	EY539238
Local authority	Tameside
Inspection number	10102655
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	0 - 11
Total number of places	75
Number of children on roll	99
Name of registered person	Bright Stars Private Day Nursery Ltd
Registered person unique reference number	RP539237
Date of previous inspection	25 March 2019
Telephone number	0161 343 1249

Bright Stars Pdn registered in 2016 and is located in Ashton-Under-Lyne, Lancashire. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. It is closed on bank holidays and for one week over the Christmas period. The nursery employs 20 members of childcare staff. Of these, one holds early years teacher status, one holds an appropriate qualification at level 6, one holds level 5, one holds level 4 and 11 hold level 3.

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