

# Inspection of Shining Stars

Denton Community Association, Slatyford Lane, Newcastle Upon Tyne NE5 2UQ

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Inspection date: 6 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Staff plan a curriculum based on a wide range of adult-led and child-initiated learning experiences. Children listen attentively at story time and demonstrate a love of books. Staff promote children's literacy development very well. For example, they use visual aids and props linked to stories to encourage younger children to participate fully. Furthermore, older children talk to staff about the difference between the role of the author and the illustrator of the book.

Children's behaviour is very good. Staff use positive reinforcement and offer consistent levels of praise to support children to be proud of their own achievements. Effective settling-in procedures enable staff to foster children's emotional well-being from the very beginning. The established key-person system helps children to feel safe and happy.

Staff work closely with parents and other professionals to support children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. This helps to meet children's individual requirements fully and promotes their independence while in the setting. Additional funding is used efficiently to respond to children's learning needs. For instance, the manager purchases appropriate resources and provides one-to-one support to expand on children's existing skills and knowledge.

## What does the early years setting do well and what does it need to do better?

- Staff actively involve parents to identify their children's starting points. They share resources, including library books, to help parents to continue their children's learning in the home environment. All children make good progress.
- Children respond well as staff model and demonstrate effectively as they play. They interact well with their peers and patiently wait their turn. Children enhance their listening and attention skills during music and movement sessions. They enjoy being physically active and making actions with their bodies.
- Well-qualified staff are positively encouraged to further their professional development. They frequently carry out peer observations on their colleagues to provide them with constructive feedback to improve their practice. However, on occasions, staff do not consistently use effective questioning techniques to extend children's thinking skills.
- Children build their fine motor skills as they easily mould and manipulate play dough with their hands and fingers. Staff help children to increase their confidence in their communication and language development. For example, they use descriptive vocabulary such as 'squeeze', 'squash' and 'roll'.
- The manager involves staff in supervision meetings and appraisals to discuss their well-being and management of their workload. Staff comment that they

feel well supported by the manager as their views are acted upon.

- Staff continually broaden children's experiences to support their future learning. For instance, children participate in charity events and make donations to the food bank to help people who are less fortunate than themselves.
- Partnerships with local primary schools are good. Staff contribute relevant information about children's development to support their future transitions. However, they have not yet developed successful links with other early years settings that some children attend to create a joint approach to their learning.
- Younger children acquire secure expressive art and design skills. They excitedly participate in imaginary play and dress up in their favourite costumes. Older children display delight as they test out their own ideas and extend their technology skills. They capably use operational resources, including torches to explore the properties of light and dark.
- The manager is fully aware of the benefits of reflecting on provision to enable children to reach their full potential. Staff evaluate areas of the environment and make necessary changes to extend children's learning even further, such as continuing to make improvements to the outdoor area.
- Children gain their own awareness of good health. They follow effective handwashing procedures and help themselves to their water bottles after physical development activities. At mealtimes, children recognise that their savoury food items should be eaten first from their packed lunch.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to respond to any child protection concerns. They attend relevant training to keep up to date with guidance and legislation. The manager places high importance on safeguarding children and staff. She is fully aware of her role and responsibilities as lead practitioner. For example, she ensures that parents sign their children in and out of the setting on a daily basis to enable her to monitor their attendance. The premises are secure for children to maintain their welfare. Staff follow robust arrangements for checking visitors and implement a password system for the collection of children if adults are unfamiliar to them.

## What does the setting need to do to improve?

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

- enhance teaching to ask more meaningful questions and continually build on children's thinking skills
- establish partnerships with other early years settings that some children attend to complement their ongoing development fully.

## Setting details

<b>Unique reference number</b>	EY551102
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10130772
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Shining Stars Preschool Community Interest Company
<b>Registered person unique reference number</b>	RP908377
<b>Telephone number</b>	07504437175
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Shining Stars registered in 2017. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The setting opens Monday to Friday, from 8am until 3pm, during term time only. It receives funding for the provision of early education for two- and three-year-old children. The setting supports children with SEND and children who speak English as an additional language.

## Information about this inspection

### Inspector

Rachel Enright

## Inspection activities

- The manager carried out a learning walk with the inspector to explain how the early years curriculum is organised in the setting.
- The inspector observed play opportunities in the indoor environment and assessed the impact on children's learning.
- The manager completed a joint observation with the inspector and discussed the quality of teaching.
- The inspector spoke to staff members in the setting and carried out an interview with the manager to discuss a range of policies and procedures.
- The manager spoke to the inspector about self-evaluation and plans for improvement. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and through written feedback.

We carried out this inspection 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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