

Inspection of Shine (EAST NORFOLK)

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

Inspection date: 24 January 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. This is because the leaders and managers do not have effective systems in place to check staff's suitability to work with children. Despite this, children enjoy their time at the nursery. They settle well and quickly develop strong bonds with their key person. Many children who attend the nursery have special educational needs and/or disabilities (SEND). They benefit from positive interactions with the caring staff, who are knowledgeable about children's specific needs. Children have lots of fun as they play, smiling as they wave at themselves in the mirror. They benefit from well-planned, hands-on activities that enable them to explore and make discoveries.

Children of all ages enjoy exciting activities that enable them to develop their social skills and concentration. They are keen to find out what is in the 'bucket' each day, joining in enthusiastically with the 'bucket-time' song. Children anticipate what will happen next. They watch with interest as staff blow up a 'fish' balloon. There is much excitement as the balloon zooms around when the air is released. Staff have high expectations and aspirations for each child. They encourage all children to make choices and do things for themselves. Children respond to this very well and show a secure understanding of the routines of the day.

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

- Changes to the leadership and management have resulted in disorganised and inefficient record keeping. As a result, managers are unable to provide evidence of robust suitability checks for all staff working with children. This compromises children's welfare and personal development.
- Staff effectively calm children and soothe their anxieties. They access training to enhance their knowledge of how to support children who have an autism spectrum disorder. They use their new-found knowledge to enhance children's learning. For example, they create individual 'tray' activities for older children to select themselves. Staff report that these activities have engaged children who like to work on their own to complete and repeat favourite activities.
- Children are continually learning about positive behaviour. Staff make their expectations clear and communicate these in an appropriate way. Staff use sign language, clear instructions, and picture timetables to aid children's understanding. Children receive lots of praise for joining in, being independent and thinking of others.
- Children have many opportunities to participate in outdoor play. They have room to run, jump and balance. Staff help children to move around independently. They encourage those who are learning to develop strength in their legs to pull themselves up to take part in activities. Staff help children to learn new words by providing them with new experiences. They plan fun activities to help

children learn about the wider world.

- Recent changes to the layout of the two nursery rooms mean that children now work in small groups with children of a similar age. This approach is working well. Children are focused and settled. Staff speak very positively about the change. They say noise levels have reduced and they have more time to spend with individual children.
- Partnerships with parents are strong. They speak very highly of the care provided by the 'fantastic' staff. Parents appreciate the support staff provide when their child settles in. They say they receive detailed information about their child's care, development and interests. Staff are committed to multi-agency working. They help families access joined-up support, regularly taking advice from the professionals involved in a child's care.
- Children are highly motivated to take part in play involving their senses. Younger children enjoy hiding toy aliens in glittery 'slime'. They count how many there are and find out what happens when they take one away. Older children develop their small-muscle control. They concentrate as they pour rice into a small tube and use their hands to mould and squeeze play dough. On some occasions, staff do not fully extend the learning for those children who are quieter or less confident in order to encourage their full participation in activities.

Safeguarding

The arrangements for safeguarding are not effective.

During the inspection, the leaders and managers were unable to provide evidence of suitability checks for all staff who work with children. For example, they could not provide evidence that a Disclosure and Barring Service check has been obtained for all staff working in the nursery and the 'short-break' provision. This puts children's safety and welfare at risk. Despite this, staff understand the signs that a child may be at risk from harm. Clear policies are in place to ensure that concerns about a child are reported to the relevant authorities. Staff are confident in the procedure to follow to report allegations or concerns about the behaviour of adults working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective systems to ensure that staff are suitable for their roles and keep records of the checks carried out, including a Disclosure and Barring Service check	24/02/2020

maintain records to ensure the safe and efficient management of the setting.	24/02/2020
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To further improve the quality of the early years provision, the provider should:

- adapt teaching more precisely to encourage those children who are quieter or less confident to participate more in group activities.

Setting details

Unique reference number	EY270216
Local authority	Norfolk
Inspection number	10102380
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 to 17
Total number of places	30
Number of children on roll	85
Name of registered person	SHINE (EAST NORFOLK)
Registered person unique reference number	RP521682
Telephone number	01493 661000
Date of previous inspection	29 March 2019

Information about this early years setting

Shine (EAST NORFOLK) registered in 2003 and is run by a board of trustees. The setting employs a manager, nursery manager, administrator and 18 members of childcare staff. Of these, eight staff hold qualifications at level 2 and above. This includes two members of staff who hold qualifications at level 6. During term time, the nursery opens Monday to Friday from 8.30am until 5pm. 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, the setting runs 'short breaks' from 10am to 3pm. A 'short-break' youth club is provided on a Friday evening during term time for older children.

Information about this inspection

Inspector
Helen Hyett

Inspection activities

- The nursery manager and the inspector carried out a tour of the nursery. They discussed how the nursery is organised and the experiences provided for children.
- The inspector carried out a joint observation with the nursery manager. They evaluated the quality of education and children's development.
- The inspector spoke to staff, children and parents at appropriate times to obtain their views.
- The inspector held a meeting with the manager and the nursery manager.
- The inspector viewed relevant documentation, such as records of staff's suitability checks and the safeguarding policy.

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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