

# Inspection of Shooting Stars Nurseries Worcester

15 Barbourne Terrace, WORCESTER WR1 3JR

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Inspection date: 10 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a well-resourced and interesting environment. Children arrive happy, settle quickly, and are eager to begin their play. They are confident and enthusiastically explore a wide range of good-quality resources. Children are engaged and motivated to learn. Babies enjoy making sounds with musical instruments. They sit on their key-person's lap as they look at picture books. Young children excitedly run around the garden and chase bubbles. Staff support their emerging language as they encourage them to use single words, such as 'pop'. Children receive cuddles from their key person if they become tired or upset. This helps them to feel emotionally secure.

Children listen attentively to stories and join in with songs and rhymes. They delight in filling and emptying different-sized containers with sand and water. Staff introduce numbers and shapes in to their play. Pre-school children learn about the habitats of animals and insects as they look at books and talk to staff. Children carefully place insects into the bug hotel. They watch worms wriggle around in the wormery. The nursery has made some changes to the way they operate since the COVID-19 (coronavirus) pandemic began. Instead of parents entering their child's room, staff now greet them at the front door. They do their best to keep parents informed about their child's day and engage them in conversations. Staff remind parents to look at the online learning records which are regularly updated with their child's progress.

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

- Leaders and managers have a clear vision and strive to deliver high-quality care and education. They meet with staff on a regular basis to identify what the nursery does well and areas for development. Together, they create action plans which are regularly updated and used to monitor ongoing improvements.
- Staff have a good understanding of how children learn and develop, and plan an interesting curriculum. Staff make regular assessments of what children know and can do. They make effective use of these to plan what children need to learn next. Children make good progress.
- Staff complete online training which is personalised according to their individual professional development needs and interests. Staff speak positively about the good levels of support they receive from management for their well-being.
- Hygiene practice is good. Staff encourage children to be independent in managing their personal care well. The nursery's on-site cook prepares nutritious meals and snacks which children enjoy. Staff follow babies sleep routines from home. Young children sleep peacefully in comfortable surroundings. Staff regularly check on the children to ensure they are safe and well.
- Staff support children with special educational needs and/or disabilities well.

They often meet with other professionals to share information and plan for children's learning. Staff ensure the curriculum they provide meets children's individual needs.

- The management team and staff have good relationships with parents. They are conscientious about providing them with plenty of information about their child's time at nursery. On induction, management provide parents with login details to a live camera feed of the nursery, the 'nurserycam'. This means they can observe the activities their child takes part in during the day. Although staff share information in a range of ways, they do not always offer parents enough support and encouragement to continue and extend children's learning at home.
- Staff have high expectations for children's behaviour. They give them clear explanations as to what is expected of them. Children are developing a sense of right and wrong.
- During small-group activities, staff encourage children to talk about their feelings. Children smile as they look in the mirror and tell staff they have a happy face. Staff provide some activities to introduce children to festivals from their own and other people's cultures. However, staff have yet to build on these experiences to further children's knowledge and understanding of diversity.
- Children have lots of opportunities for fresh air and exercise as they play outside in the spacious and interesting outdoor area. To keep children safe, staff check the ultraviolet levels online before taking them outside. They explain why children must wear sun cream and remind them to keep their hats on.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers are working hard to embed a culture of safeguarding. The nursery has a secure entry system which is carefully monitored by staff. They carry out daily safety checks on all areas of the nursery to make sure children play in a safe and secure environment. Staff have a good knowledge of safeguarding procedures. They know what to do should they have a concern about a child's safety. Effective recruitment and induction procedures ensure staff are suitable for their roles and understand their responsibilities. Due to the COVID-19 pandemic, when at nursery, children and staff do not mix with others from outside their usual 'bubble'. This helps to keep them safe.

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

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

- strengthen opportunities for children to build on their knowledge and understanding of diversity
- provide parents with even more encouragement and support to continue and extend children's learning at home.

## Setting details

<b>Unique reference number</b>	EY551542
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10143557
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	91
<b>Number of children on roll</b>	148
<b>Name of registered person</b>	My Shooting Stars Nurseries Ltd
<b>Registered person unique reference number</b>	RP551536
<b>Telephone number</b>	01905 23973
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Shooting Stars Nurseries Worcester registered in 2017. The nursery employs 31 members of childcare staff. Of these, 23 hold appropriate early years qualifications to at least level 3 or above. This includes one who holds a relevant level 6 qualification and two with a level 5 qualification. The nursery operates Monday to Friday, from 7.30am until 6pm, all year round. They provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Smith

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector looked at required documentation, including evidence of the suitability of staff and qualifications.
- The inspector took account of views of parents through discussion and written documentation.
- The inspector and the manager discussed and evaluated a learning activity together.

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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