

# Inspection of Shining Stars Nursery

Waterloo Avenue, Leiston IP16 4HF

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Inspection date:

17 June 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

In the main, children experience a broad curriculum. However, they struggle to sustain their involvement and interest in planned activities, and staff's interactions do not always match children's individual stages of development. Despite this, children are keen to spend time at the nursery and happily help themselves to resources that support their imaginative ideas. Children develop their independence well. Younger children make good progress in their personal development and respond well to new routines, such as learning to use the toilet. Children begin to follow guidance and understand appropriate expectations for behaviour. They know that it is kind to share and show a growing ability to take turns in their play.

Children show that they feel safe. Babies seek out their key person when they feel tired and are reassured by the care staff provide. These strong bonds continue to help children to cope well with the changes put in place during the COVID-19 (coronavirus) pandemic. For example, they happily stroll into the room while their parents say goodbye to them from the corridor. Children with special educational needs and/or disabilities (SEND) benefit from focused interactions with their key person, when staffing levels allow for this. This helps to support their communication and language skills.

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

- Several children have not attended the nursery during the COVID-19 pandemic. The nursery manager and staff have kept in touch with families and provided information to help children to continue to learn while at home. Effective actions are in place to help protect children and staff, including increased handwashing and social distancing where appropriate.
- Staff do not consistently support children's learning in an appropriate order or take into account their current levels of understanding. For example, activities planned to help children to learn the sounds that letters represent are too advanced for two-year-old children and those children with SEND. This means that they quickly lose interest and gain limited new knowledge from these experiences.
- There are suitable opportunities for children who prefer to learn outdoors. Staff ensure the resources and equipment help children to practise physical skills, such as lifting, balancing and pedalling. For example, younger children show growing awareness of the obstacles around them and are quick to adjust their movements to avoid a collision.
- Additional assessments and discussions with parents help staff to identify gaps in children's speaking skills. They gather advice from local authority advisors when planning interventions to further support children's progress. For example, staff create opportunities for children to come together in smaller groups to hear

new vocabulary and use sign language to support their communication.

- Staff provide good continuity of care for children. This is particularly successful when younger children need to have regular medication. Staff agree a joint approach with parents and review this regularly to take account of changes in children's specific needs.
- Staff value the partnerships they have with parents and other professionals involved in children's care and education. They make good use of daily conversations and online systems to share information with parents, including details of children's experiences outside of nursery. Staff liaise well with professionals at the local children's centre to help secure further support for families and learn from their expertise.
- The nursery manager, who was recently promoted into the role, is knowledgeable and motivated to improve the provision. For example, staff have introduced new resources and space for babies, creating better opportunities for them to explore different textures and develop their physical skills.
- Staff work well as a team and complete relevant training to extend their knowledge. However, leaders do not make sure that the nursery manager has sufficient time, away from direct work with children, to offer tailored support to staff and drive up the overall quality of education.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are committed to ensuring children's welfare. They understand how to recognise the signs of abuse or neglect and are aware of who they must inform if they are concerned about a child. The nursery manager ensures staff have regular opportunities to extend their knowledge of wider safeguarding issues. For example, staff complete online training courses to understand more about the signs of different types of abuse, including female genital mutilation. The procedures for the recruitment of staff are robust. For example, thorough checks of employment history and references for all new staff help to make sure there are no concerns about their suitability to work with children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure the curriculum is planned effectively so that activities and interactions are tailored to build on children's existing knowledge and skills	24/09/2021

provide opportunities for the nursery manager to monitor the performance of staff and offer coaching and guidance to help raise the quality of education.	24/09/2021
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## Setting details

<b>Unique reference number</b>	2496046
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10130578
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Alpha Community Nurseries Ltd
<b>Registered person unique reference number</b>	RP900802
<b>Telephone number</b>	07970068065
<b>Date of previous inspection</b>	16 October 2019

## Information about this early years setting

Shining Stars Day Nursery registered in 2018. It employs three members of childcare staff, all of whom hold early years qualifications at level 3. Opening times are Monday to Friday from 8am until 6pm all year around. The nursery is closed on bank holidays. The nursery provides early years funded education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Sarah Clements

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The nursery manager and inspector completed a tour of the nursery and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector in discussion and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults working at the nursery.

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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