

Inspection of Shine (EAST NORFOLK)

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

Inspection date: 8 July 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Most of the children who attend have special educational needs and/or disabilities (SEND). They thoroughly enjoy their time in the setting. Due to the COVID-19 (coronavirus) pandemic, parents do not come in. However, children readily leave their parents at the door. They enthusiastically greet staff and say 'hello' to other staff as they walk through to the main playrooms. Children develop good emotional security and readily accept support from staff. For example, when a child trips and becomes upset, staff respond positively to check that they are alright. The child throws themselves into the arms of the member of staff and enjoys a reassuring hug.

Children are keen to join in with the interesting range of activities provided. They benefit from meaningful teaching. This is tailored to their individual needs and supports them to be ready for the next stage of their learning, such as moving on to school. Children develop their communication skills and are encouraged to learn each other's names, take turns and work together. They enjoy a game where they each hold the edge of a large piece of stretchy fabric. Children participate enthusiastically, waiting for their turn to hide under it. They laugh with delight as the children and staff lift the fabric at the end of the rhyme that accompanies this game.

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

- Since the last inspection, the manager has vastly improved how record-keeping is organised. She is now able to provide strong evidence that staff undergo robust checks to ensure that they are suitable to work with children.
- Staff have high ambitions for what children can achieve. They know about children's particular needs and how they can best support children to achieve to the best of their ability. Staff work closely with other professionals involved with the children to meet their physical and learning needs.
- Children benefit from the priority staff give to supporting their developing speech and language skills. Staff encourage children to repeat words back, where they are able to do so. Staff use signing effectively to support children's developing communication and use pictorial timetables so that children know what happens next at any point in the day. Staff have completed 'intensive interaction' training to help them support children to develop their communication and interaction skills.
- Staff provide a stimulating learning environment for all children indoors. Older children really enjoy the musical instruments and strum the guitars while staff sing songs. Children independently go off and attempt to copy what they have seen staff doing, vocalising and making sounds to the music.
- Children are helped to understand their behaviour and the impact of their actions on others. For example, when a child takes a toy from another, staff

gently encourage them to give it back. When the toy has been finished with, the member of staff asks the first child if the other one could have a turn. Children receive lots of praise for being kind to each other.

- Younger children enjoy outdoor play that covers all areas of learning. However, the garden for older children is not so well resourced. Older children who learn best from playing outside do not have opportunities to develop their early literacy or mathematical skills outdoors.
- Some children enjoy small, whole-group activities that are led by staff. However, other children struggle to sit quietly and distract those who are interested. Staff who are supporting the activity do not always react well enough to support these children.
- The manager reflects on the service provided and has clear plans to promote the highest-quality care and learning experience for all children. There is an effective programme of supervision that supports staff practice and well-being. Staff work as part of an enthusiastic and nurturing team where children are happy and settled.
- Feedback from parents is extremely positive. They value the highly nurturing atmosphere that is fostered by the manager and staff. Parents report that staff are 'kind and caring' and 'go over and above' to meet their children's needs. Parents really appreciated the activity packs, weekly phone calls, visits and food hampers delivered by staff during the COVID-19 lockdown.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good awareness of the indicators of abuse and know how to report concerns. They are alert to issues in children's home lives that might impact on their welfare and well-being. There is a designated lead to take overall responsibility for safeguarding, but all staff understand their duty to protect children. Safeguarding is at the heart of everything they do with the children. The manager uses effective recruitment and selection procedures to ensure that staff are suitable.

What does the setting need to do to improve?

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

- make better use of the outdoors for older children to promote all areas of learning
- help staff understand how to support children during whole-group, adult-led activities.

Setting details

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| Unique reference number | EY270216 |
| Local authority | Norfolk |
| Inspection number | 10144893 |
| 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 at time of inspection | 2 to 17 |
| Total number of places | 30 |
| Number of children on roll | 80 |
| Name of registered person | SHINE (EAST NORFOLK) |
| Registered person unique reference number | RP521682 |
| Telephone number | 01493 661000 |
| Date of previous inspection | 24 January 2020 |

Information about this early years setting

Shine (EAST NORFOLK) registered in 2003. The setting employs a manager, nursery manager, administrator and 27 members of childcare staff. Of these, 17 hold qualifications at level 3 and above. This includes four members of staff who are qualified teachers. During term time, the nursery opens Monday to Friday from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children and supports a high proportion of 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
Jacqui Mason

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 her evaluation of the provider.
- The inspector and the acting co-manager completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the acting co-manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

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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