

# Inspection of Bright Stars

Yealmpstone Farm Primary School, Meadowfield Place, Plymouth PL7 1XQ

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Inspection date: 16 August 2021

<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 form warm relationships with children at the setting, who are happy and settled in their care. Children attending the holiday club enjoy activities with their friends, such as playing on the obstacle course on the school field. While parents are not able to come into the building due to the COVID-19 (coronavirus) pandemic, staff keep parents well informed about their children's development. Parents comment that they feel well informed and supported by the staff. Children access a wide range of resources and learn to make choices. They skilfully use remote controls to manoeuvre cars along roadways and play together collaboratively. Staff listen carefully to children as they talk about their experiences at home. Children enjoy sorting and counting animals and chat together about a trip to the zoo, while staff introduce new vocabulary to extend children's learning. Staff enthusiastically join in singing and tapping rhythms with the children in a small group and children delight in singing songs they have learned with their friends. Children learn about the world around them. For example, they water vegetables and watch duck eggs hatch in the nursery. All children enjoy visiting the wider school grounds, which provides natural outdoor spaces for play and learning.

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

- Managers ensure that staff develop their skills through regular training. Staff enhance their understanding of how to support children with speech difficulties and work with children in small groups to develop their communication skills. Staff interact with children as they play and use strategies, such as hand signing, to support them. They help children develop socially by encouraging them to 'use their words' to ask a friend for a turn. Staff provide some extra sessions at nursery for children in receipt of additional funding, to support them in returning to nursery after the pandemic.
- Children develop skills in fine motor control through a range of activities. They learn to become coordinated as they carefully pour water into containers. Staff support children to use scissors correctly as they snip fresh herbs to make potions. Staff show the children how to crush the herbs with a pestle and mortar so that they further develop skills using their hands. Together, they enjoy smelling the fragrant herbs, commenting on those that they like.
- Staff liaise effectively with other professionals to support children with additional needs. They take notice of children's progress, use praise to encourage them and support them to develop confidence by celebrating their achievements. Staff know the children well and pay attention to how they are feeling, which helps children feel secure. Children have a quieter cosy time after lunch, when they are tired, playing games together with staff on the rug.
- Staff skilfully read stories to children to develop their interest and enjoyment for books. Children concentrate fully as they listen and share their ideas as they

chat together about the illustrations. Children learn rhymes and songs and choose spider puppets to handle as they sing the rhyme of 'Incy Wincy Spider'.

- Children develop confidence and agility as they ride and manoeuvre balance bikes. They learn to keep safe by wearing bike helmets and to keep healthy by drinking water when they become hot. Children develop mathematical ideas outdoors as they ride around numbered tyres and count their steps as they play 'What's the time Mr Wolf'.
- Children have access to a range of resources to make marks and develop their early writing skills. Children enjoy using large chalks to draw roadways outside. However, sometimes, staff do not take opportunities to support older children to further develop their skills to begin to write letters, such as in their name, in readiness for school.
- Staff know families well and maintain regular contact with them about children's progress. Staff plan to develop book packs for families to borrow, to help further improve children's communication skills. At times, staff working with children who speak English as an additional language do not make the most of resources to help develop children's home languages.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure all staff are trained to have a good understanding about how to keep children safe. Staff share their concerns with leaders, keep careful records of any concerns and log these electronically. Staff in the nursery and holiday/out of school club are supported by leaders in the school, who provide further support and training to staff in protecting children. Staff supervise volunteers effectively and ensure they know what to do if they have a concern about a child. Staff have a good understanding about the wider aspects of safeguarding, such as what signs to be aware of if there is a risk to children in relation to radicalisation or extremism.

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

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

- enhance opportunities for older children to develop confidence in their early writing skills in readiness for school
- develop opportunities further for children who speak English as an additional language to support their language development.

## Setting details

<b>Unique reference number</b>	EY550779
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10174407
<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>	2 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	163
<b>Name of registered person</b>	Bright Stars Plymouth C.I.C.
<b>Registered person unique reference number</b>	RP550778
<b>Telephone number</b>	01752 343411
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Stars registered in 2017. It operates from the grounds of Yealmpstone Farm Primary School. The setting is registered as a nursery and is in receipt of funding for children aged two, three and four years. It also runs as a holiday club with breakfast and after-school care for children aged five to eleven years. The nursery is open from Monday to Friday, 7.30am to 6pm, throughout the year. The holiday and after-school clubs are open in term time and selected holidays. The board of trustees include staff and governors from the school. There are four staff who work in the nursery. Of these, two are qualified at level 3 and two hold degree level qualifications. Staff in the holiday and after school club are qualified at level 3, with one apprentice.

## Information about this inspection

### Inspector

Stephanie Wright

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector spoke to both managers and completed a learning walk together, as well as a number of observations.
- The inspector visited the holiday club and spoke to the manager and a volunteer.
- The inspector spoke to representatives from the board of trustees.
- Children spoke to the inspector about the 'potions' they made from fresh herbs.
- The inspector reviewed documentation, including staff suitability and training qualifications.

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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