

Inspection of Stargazers Nursery

Stargazers Nursery, Unit 8, Sweetlake Business Village, Shrewsbury, Shropshire
SY3 9EW

Inspection date: 10 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish in this warm and welcoming nursery. New children benefit from gradual settling-in sessions, which staff tailor to meet the child's individual needs. Children demonstrate that they feel safe and secure. They form close bonds with staff and each other. Staff consistently praise and encourage children as they play. Children take turns to be a 'special helper' and enjoy assisting in tasks, such as the preparation and serving of snacks to their friends. They follow the routines of the nursery well. For example, they know to start tidying away toys when the five-minute timer ends. When children achieve 'wow' moments, the whole group celebrates by clapping and singing a celebratory song. Children demonstrate high levels of self-esteem and confidence for their age. They develop independence well and attend to their own personal care needs with increasing efficiency.

Staff place a high priority on helping children develop strong physical and communication skills. Babies are supported to crawl and take first steps under the kind and supportive supervision of staff. Older children enjoy running, hopping and climbing. They engage in a variety of activities to develop their small-muscle skills in preparation for writing. Children skilfully pick up pom-poms with tweezers and enjoy making marks with paint. They persevere to fix train tracks and construction pieces together. Children listen attentively to staff as they read stories and enjoy singing new songs in preparation for their Christmas show.

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

- Managers are aware of the impact the COVID-19 pandemic has had on the children and families who attend the nursery. A strong focus has been placed on implementing a comprehensive policy to help prevent the spread of any infections, including COVID-19. This has been highly effective in keeping children safe.
- The managers and staff work well together as an enthusiastic and dedicated team. Staff benefit from regular supervision and training to develop their skills further. They report that they are happy and staff morale is high.
- The managers ensure that staff implement a strong curriculum to help children make progress in their education. Part of this curriculum includes carefully chosen 'aspirations' based on the early years foundation stage. Staff aim for children to achieve these aspirations to ensure they are ready to start school. Staff know children well. They know what the children enjoy playing with, what they are capable of and what they need to learn next.
- Key persons skilfully incorporate teaching around individual children's next steps into daily activities and experiences. Planning in the pre-school room focuses closely on the curriculum aims. However, planned activities for younger children are not always as strong. During planned creative activities, staff place too much

focus on the end product children are making rather than helping children to achieve the planned learning intentions.

- Staff provide a range of stimulating resources, which ignite children's imaginations and motivates them to explore, investigate and experiment.
- Staff have high expectations for children and are swift to identify and promote learning for children who may need additional support. They work well with other professionals involved in children's care. Staff implement specific plans for children with special educational needs and/or disabilities and children in receipt of additional funding.
- Overall, children behave well. There are sound strategies in place to support staff in behaviour management. Some staff follow these strategies very well. However, not all staff follow a consistent approach when managing children's, occasional, negative behaviour. This means children do not quickly learn what is expected of them.
- Children develop effective language and communication skills. Staff constantly narrate what children are doing, provide new words, and ask questions. They use simple sign language throughout the day to aid children's communication.
- Staff regularly share books and stories with children. They use storytelling to help children to learn about different cultures and festivals to promote their understanding of difference. Children look at a book about Diwali which staff had read to them previously. They point to the patterns in the book and explain it is called 'Rangoli'.
- Partnerships with parents are strong. Staff take time to get to know children and their parents and build strong and trusting relationships. They consider children's interests and prior learning when planning activities. Parents comment how happy their children are attending the nursery. They state that staff communicate well with them. Staff share daily information about their child's day, and they share assessment information, which helps to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a shared understanding of their roles and responsibilities in keeping children safe. All staff complete safeguarding training. They understand the procedures to follow if they have any concerns about a child's welfare. Staff understand the importance of monitoring attendance and changes in behaviour. They are aware of wider safeguarding issues, including knowledge of the 'Prevent' duty. Supervision of children is good. Staff record appropriate details if children suffer any accidents or injuries at nursery and parents are appropriately informed. Recruitment processes are robust to help ensure the suitability of adults working with children. Staff deployment is well organised so that children are supervised effectively.

What does the setting need to do to improve?

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

- support all staff to consistently implement the agreed strategies for behaviour management
- review planned creative activities for younger children, to focus more precisely on learning intentions rather than on creating an end product.

Setting details

Unique reference number	EY318145
Local authority	Shropshire
Inspection number	10213699
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	0 to 4
Total number of places	36
Number of children on roll	54
Name of registered person	Tudor, Natalie Jane
Registered person unique reference number	RP514778
Telephone number	01743 248448
Date of previous inspection	16 February 2018

Information about this early years setting

Stargazers Nursery registered in 2006. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. The nursery employs 12 members of staff, most of whom are qualified at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

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 manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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