

# Inspection of Super Stars Nursery

Ideal House, 41 Longcauseway, Bolton BL4 9BP

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Inspection date: 1 December 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy, safe and secure in this warm and welcoming nursery. Staff demonstrate kind and patient behaviour and spend lots of time playing with children. They gather detailed information about children's likes and dislikes when they first start at the nursery to help them to settle quickly. As a result, children form warm and trusting bonds with their key person. Given the COVID-19 pandemic, staff have carefully considered children's personal, social and emotional development. Staff working with young children have developed their confidence in social interactions and playing collaboratively with others. Staff supporting pre-school children have concentrated on sharing and turn taking. As a result, children are self-assured and show good levels of emotional resilience.

Staff have high expectations of children, who behave well. This is because staff offer clear and consistent reminders for children, so that they learn what is expected of them. Young children follow instructions well and immediately respond to staff. Pre-school children help to tidy up and show an understanding of where things belong in their playroom. Their efforts are awarded with lots of praise, recognition and stickers. This has a very positive impact on children's behaviour overall.

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

- Leaders and staff have a thorough understanding of what they want children to learn. The curriculum is well planned and sequenced. For example, staff provide activities, such as play dough, for young children so that they are able to develop the muscles in their hands. They encourage toddlers to make marks in flour and on large sheets of paper on the floor. Staff fully understand that activities such as these are essential in helping children in readiness for holding a pencil and writing.
- Children have daily opportunities to engage in physical and energetic play outside. For instance, young children jump and hop as they delight in splashing in puddles. Older children run confidently and learn to ride tricycles. This helps them to develop their balance and coordination. The nursery provides healthy and nutritious meals and snacks for children each day. Staff encourage children to try new foods and talk about the effects that food has on their bodies. They discuss with children the importance of being strong and healthy and how they must brush their teeth everyday. As a result, children learn about healthy lifestyles and develop essential skills for the future.
- Staff use repetition of key words to support the early language development of young children and those who speak English as an additional language. They repeat back and pronounce words correctly as babies and toddlers show emerging language skills. Staff support pre-school children using descriptive

language and commentating as children play. This enables children to hear a wide variety of vocabulary. However, occasionally, staff do not use consistent questioning techniques. Sometimes, children are not given sufficient time to think about the questions and respond for themselves.

- Children develop a love of books. Babies enjoy snuggling together with their key person to share their favourite stories. Staff encourage children to turn the pages and talk about what they see in the pictures. Toddlers enjoy listening to their favourite tales. They repeat key words and begin to predict what they think might happen next. Pre-school children enjoy listening to stories with their friends. They talk about the characters and repeat familiar words and phrases. However, occasionally, story times in the pre-school room are not organised effectively. This is because there are distractions which impact on children's listening and attention skills and results in children losing interest in the story.
- The relatively new manager is supported by the provider, who is equally passionate and dedicated to securing the best outcomes for children. Together, they support staff effectively through a range of leadership activities, that include supervision meetings and observations of practice. Staff report that they feel well supported to carry out their roles and responsibilities.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a safe and secure environment for all children. Staff are confidently able to recognise the potential signs and symptoms of abuse. They understand exactly what to do if they have concerns about a child's welfare. Staff understand wider safeguarding issues. For example, they know what action they must take if they are concerned about a child's exposure to extreme views. Their knowledge and understanding is frequently checked by leaders through training, staff meetings and questioning. Robust recruitment and vetting procedures help to ensure that staff are suitable to carry out their roles and responsibilities.

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

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

- build on staff's questioning techniques to enable children to have more time to think, respond and demonstrate what they know and understand
- improve the organisation of larger group activities, such as story time, to ensure that all children are able to fully engage and benefit from the learning opportunities provided.

## Setting details

<b>Unique reference number</b>	EY495450
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10213930
<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>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Super Stars Nursery Limited
<b>Registered person unique reference number</b>	RP535025
<b>Telephone number</b>	01204862171
<b>Date of previous inspection</b>	13 July 2018

## Information about this early years setting

Super Stars Nursery registered in 2015. The nursery employs 21 members of staff to work directly with the children. Of these, 18 hold appropriate early years qualifications at level 2 and above. One member of staff holds qualified teacher status. The nursery opens all year round, from 7am until 6pm from Monday to Friday, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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 their evaluation of the provider.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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