

# Inspection of Bidford Bright Stars Nursery

Cosmic House, Chestnut Way, Bidford On Avon, Warwickshire B50 4GA

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Inspection date: 14 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is good**

Children receive a warm welcome from the caring and considerate staff, when they arrive at nursery. Babies and young children who are new to the nursery build sound relationships with staff. They seek and receive comfort, reassurance and cuddles. Older children are familiar with the nursery rules and enjoy taking on responsibilities, such as being the special helper and tidying up. They are well behaved, manage their feelings effectively and are considerate to one another.

Children are keen to have a go and explore the environment, inside and outside. They benefit from plenty of opportunities, which build on their emerging interests and extend their learning. Outside, younger children enjoy sensory experiences as they mix and scoop with varied tools and find objects of interest in the 'reindeer food'. Older children relish opportunities in the forest school area, where they make dens, toast marshmallows and make treats for the birds. Inside, children make marks, draw pictures and write letters and numbers. Children are proud to show the inspector their achievements and confidently engage in conversation as they explain what they like best about being at nursery. Children's love of books is enhanced. For example, they listen to the different voices staff use to make the characters come alive and they relate what is happening in the book to real life experiences.

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

- There have been significant improvements since the last inspection. Constructive evaluation and reflection on practice has helped to make plans and implement changes. Early years foundation stage requirements are met, and leaders, managers and staff have a clear and considerate ethos for providing high-quality care and education.
- There have been recent changes to the staff team with new staff joining and existing staff moving rooms or taking on different roles and responsibilities. Staff are supported well by leaders and managers. They report that they feel valued and there is a real sense of strong teamwork throughout. There are effective induction procedures, and the ongoing programme of supervisions helps to foster a culture of mutual support. However, there is scope to focus staff's professional development more precisely to help them gain expert skills and raise the quality of the provision to the highest levels.
- Leaders, managers and staff are creating an ambitious curriculum that is designed to focus on what each child needs for the best possible start in life. This has been introduced recently and they recognise that it is yet to be securely and consistently embedded throughout the nursery. That said, key persons get to know the children well. They find out from parents and through observations what children already know and can do. Staff use a range of teaching techniques

and provide a variety of experiences to help children progress.

- Children's health and well-being are promoted effectively. Nutritious meals and snacks are provided. Menus are discussed and adapted in agreement with parents to adhere to any special dietary requirements or allergies. Procedures, such as administering medication and first aid or calling an ambulance in an emergency, are managed well. All required records relating to individual needs, incidents, accidents and medication are completed in detail and notifications are made as appropriate.
- Children who have special educational needs and/or disabilities are supported very well. Leaders, managers and staff have a good knowledge and understanding of the children and their needs. They work closely with parents and other professionals. This helps them to find the best ways to help individual children to catch up to their peers.
- Parents and carers speak highly of the staff and particularly value how much they have helped with the good progress children are making. Staff make good use of opportunities to involve parents and carers. The regular exchange of information via the online application and video calls keeps parents up to date with what is happening at nursery. This is really appreciated as many parents and carers have not been inside their children's room for some time, due to the COVID-19 pandemic.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure and staff are vigilant to identify and minimise risks to children. Clear and consistent procedures are followed when moving from one area to another. Staff regularly check the number of children they are responsible for and ensure they know where they are at all times. Children are appropriately supervised and staff deployed effectively to meet children's individual care and learning needs and ensure ratios are maintained. Managers and staff have a comprehensive understanding of and implement procedures to protect children from harm. They know about the possible signs and symptoms of abuse and how to deal appropriately with any concerns that they identify or allegations they receive.

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

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

- strengthen opportunities for staff to enhance their professional development and gain expertise and skills to help them deliver the highest quality provision for children
- embed the curriculum more securely and consistently to enrich opportunities and help promote children's best possible progress.

## Setting details

<b>Unique reference number</b>	2539493
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10205903
<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 10
<b>Total number of places</b>	100
<b>Number of children on roll</b>	175
<b>Name of registered person</b>	Bidford Bright Stars Limited
<b>Registered person unique reference number</b>	2539492
<b>Telephone number</b>	0330 056 4100
<b>Date of previous inspection</b>	16 August 2021

## Information about this early years setting

Bidford Bright Stars Nursery registered in 2019. The nursery employs 22 members of childcare staff, 16 of whom are qualified to level 2 or above. The nursery is open 51 weeks a year, Monday to Friday from 7.30am to 6pm, except for public holidays. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lucy Showell

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector toured the nursery premises with leaders and managers and conducted learning walk discussions to review the curriculum, educational resources and activities provided.
- The inspector observed the quality of teaching during activities outside and within all rooms. She assessed the impact this has on children's learning.
- The inspector spoke with leaders, managers and staff at appropriate times during the inspection.
- The inspector reviewed relevant documentation and evidence of the suitability of adults working on the premises.
- The inspector spoke with children and parents during the inspection and took account of their views.

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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