

Inspection of Shooting Stars Childcare

Benfield Road, Walkergate, Newcastle Upon Tyne, Tyne And Wear NE6 4NU

Inspection date: 11 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Parents speak very highly of this friendly and caring nursery. They talk about how staff take time to listen to them and listen to their concerns, no matter how small. Children are very happy in the nursery. Staff have reviewed how they settle children into the nursery following the COVID-19 pandemic. Children now have more visits to help them to settle. They develop very good relationships with staff. For example, older children thoroughly enjoy looking at books with their key person. They laugh and giggle as staff pretend to look at books themselves to increase children's motivation. Children with special educational needs and/or disabilities (SEND) demonstrate that they feel safe in the nursery. For example, they doze off to sleep as their key person strokes their cheek.

Staff have high expectations for what children can achieve, overall. Older children learn a range of skills, such as writing their name and understanding how to form letters. Children behave well, overall. They have a very good understanding of the rules of the nursery. Children quickly respond when staff remind them of their expectations.

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

- The manager and her staff are clear about what they intend children to learn. They have thought carefully about how they can develop children's learning. For example, staff working with babies provide resources to encourage babies to roll over. They also provide resources, such as tunnels, to develop children's physical skills. During the inspection, children became noticeably more confident as they approached and crawled through the tunnel.
- Children enjoy a range of freshly cooked meals. The cook ensures that children receive a balanced diet with appropriate fruit and vegetables, as well as vitamins and minerals. Parents are delighted that staff respond quickly to their children's specific dietary preferences.
- Children enjoy stories. Staff read books throughout the day with good expression. Two-year-old children listen and join in with familiar refrains as they listen to the story 'We're Going on a Bear Hunt'. Babies look at board books and explore textures of books with their key person.
- Children with SEND make very good progress. Staff have clear plans for what they want children to achieve. They work well with other professionals to ensure that they provide children with clear, targeted support. For example, staff provide opportunities for babies to practise skills such as pulling themselves up.
- Staff working with babies take time to help them to develop skills such as making eye contact. During the inspection, staff demonstrate excellent eye contact as they watch babies and make clicking noises with their tongue. Babies respond well, watching the member of staff intently, and smiling and laughing as

they make the noises.

- Staff support babies' language well, overall. For example, they use single words to help children to learn the names of fruit. However, occasionally, staff use questions and longer sentences when talking to them. This does not consistently help children to expand their vocabularies.
- Older children generally concentrate well. For example, they are highly engaged as they explore numbers with staff. Children count accurately and pick the corresponding number to match number to quantity as they play in the water or read books together. However, sometimes, staff working with older children do not use effective strategies to calm children down during less structured times in the routine. For example, older children are excited as they beat the timer to tidy up. Children start to run around and struggle to concentrate during story time because of this.
- The manager and her deputy make a strong leadership team. They have clear areas for development. Recent improvements have had a positive impact. Parents comment on how they have noticed real improvements recently. They particularly like the improved communication with parents and the gymnastic sessions offered for older children.
- The manager and her deputy have implemented a rigorous programme of professional development. They clearly link professional development to improving practice. For example, staff working with two-year-old children are currently updating their knowledge of patterns in young children's play. Following recent training, staff have reviewed snack time.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a good knowledge of signs and symptoms that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child. Staff have a good understanding of safeguarding issues, such as the 'Prevent' duty guidance. The management team has recently reviewed operational policies and procedures. All staff understand and follow these procedures, including those for risk assessments and following up absences. They have strong recruitment procedures in place to ensure that staff are suitable to be with children.

What does the setting need to do to improve?

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

- provide more opportunities for babies to express themselves and expand their vocabularies
- help older children to concentrate, particularly during less structured times, such as changes in routines.

Setting details

Unique reference number	2543031
Local authority	Newcastle upon Tyne
Inspection number	10215416
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 9
Total number of places	36
Number of children on roll	42
Name of registered person	Garrity, Hayley
Registered person unique reference number	2543030
Telephone number	07946479637
Date of previous inspection	Not applicable

Information about this early years setting

Shooting Stars Childcare registered in 2019. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. Sessions are from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager showed the inspector around the nursery. She discussed with the inspector how the nursery organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside space used by the nursery.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the nursery's documents. This included evidence of training and the suitability of staff.
- The manager and her deputy explained how they manage the nursery and discussed safeguarding with the inspector.
- Parents spoke to the inspector to provide their views on the nursery.
- The inspector spoke to children and staff as part of 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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