

Inspection of Shooting Stars Nurseries Bromsgrove

34 Stourbridge Road, Bromsgrove B61 0AE

Inspection date: 1 April 2022

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

What is it like to attend this early years setting?

The provision requires improvement

Children are acquiring some skills to help them move forward in their learning. However, not all children make good enough progress due to weaknesses in the implementation of the curriculum. That said, children arrive happy and quickly settle at this welcoming nursery. Friendly and attentive staff greet them with a smile and a cuddle. This helps children to feel emotionally secure.

Children have daily opportunities to be physically active when they play outside in the spacious garden. They use a selection of tools to dig in sand and excitedly run around when they play group games. The youngest children sleep peacefully in comfortable surroundings. Staff regularly check on them to ensure they are safe and well. Babies investigate a range of sensory resources. They giggle as they play peekaboo with a member of staff and excitedly push buttons on toys to make them move or light up. Young children concentrate as they take part in a yoga session. They follow instructions and move their bodies into different animal positions. Young children learn to balance and pretend to roar like a lion. Children are beginning to develop an understanding of how to care for living things. They help staff to clean and feed the nursery's pet, a giant land snail.

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

- Leaders and managers meet regularly with the staff team to discuss best practice and ongoing improvements for the nursery. However, they do not ensure that all staff have a clear enough understanding of the curriculum and what it is they want children to learn. Nonetheless, the staff work well together and report that they are happy in their roles. They state that they feel valued and well supported both personally and professionally.
- The managers and staff provide a well-resourced environment and plan a range of daily activities around children's interests. They observe children as they play and make some plans to move them forward in their learning. However, staff focus on providing resources to support children's interests rather than identifying what children need to learn next. This hinders the progress that children make.
- Children behave well and are developing a sense of right and wrong. Staff give children gentle reminders of the nursery rules, such as to share and take turns. Children learn good manners as staff remind them to say 'please' and 'thank you' throughout the day. Staff offer them lots of praise and encouragement, which helps to boost children's confidence and self-esteem.
- The managers and staff form good relationships with parents. They provide information about their children's time at the nursery in a range of ways. For example, they share daily diaries, verbal feedback and online learning records. Parents receive secure login details to a live camera feed of the nursery when

children first begin to attend. This means that they are able to observe their children's play during the day. Parents are very happy with the care and education their children receive and comment about the 'kind' and 'lovely' staff.

- Staff provide children with some opportunities to learn about cultures different from their own. For example, they read books about cultural celebrations and engage in art and craft activities. However, staff do not provide a wide enough range of experiences that help children to build on their knowledge and understanding of diversity and the wider world.
- Staff help children to develop an awareness of healthy lifestyles. Children follow good hygiene routines, such as washing their hands before eating. They enjoy nutritious meals and snacks prepared by the on-site cook. Children develop a sense of responsibility and independence as they help to serve their own food at mealtimes.
- Staff support children with special educational needs and/or disabilities. They work closely with families and other professionals to ensure that children make some progress. Additional funding, such as early years pupil premium, is used effectively. For example, they provide one-to-one support and resources to aid children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff are clear about their responsibility to keep children safe. They attend regular training to keep their knowledge and skills up to date. Staff have a good understanding of the indicators that a child is at risk of harm and are clear on the procedures to follow should they have any concerns about a child's welfare. Staff carry out daily checks on all areas of the nursery to ensure children play in a safe environment. Robust recruitment and vetting procedures ensure that staff are suitable for their roles. Staff support children to learn how to keep themselves safe. For example, they remind them to hold on to the bannister when they use the stairs.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure all staff have clear knowledge and understanding of children's learning and development and the skills they need to help them deliver a purposeful curriculum for children	29/04/2022

ensure children's next steps in learning are identified and used to plan and provide experiences to support them to make the best possible progress.	29/04/2022
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To further improve the quality of the early years provision, the provider should:

- provide children with further experiences to help them strengthen their understanding of diversity and the wider world.

Setting details

Unique reference number	EY551541
Local authority	Worcestershire
Inspection number	10232415
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	150
Number of children on roll	138
Name of registered person	My Shooting Stars Nurseries Ltd
Registered person unique reference number	RP551536
Telephone number	01527 877666
Date of previous inspection	Not applicable

Information about this early years setting

Shooting Stars Nurseries Bromsgrove registered in 2017. The nursery employs 27 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. The nursery opens from 7.30am to 6pm, Monday to Friday, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- This is the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken this into account in her evaluation of the nursery.
- The managers and the inspector completed a learning walk together to discuss the activities and intentions for children's learning.
- The inspector and manager discussed and evaluated learning activities together.
- The inspector looked at required documentation, including evidence of the suitability of staff and staff's paediatric first-aid certificates.
- The inspector spoke to staff and children during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector met with the management team to discuss ongoing improvements at the nursery.

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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