

# Inspection of Shine Nursery

Cradley Forge Methodist Church, Hammer Bank, Brierley Hill, Worcestershire DY5 2AL

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Inspection date: 16 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### The provision is good

Children are happy and eager to learn when they arrive at the setting. They are confident to explore the inviting and stimulating environment. They demonstrate that they feel safe as they settle quickly and happily play alongside their friends.

Children benefit from a curriculum that is well planned. They are keen to join in with a broad range of activities that foster their enjoyment of learning. Babies demonstrate high levels of curiosity as they excitedly explore a variety of sensory materials. Toddlers delight as they work together to successfully build a sandcastle. They benefit from lots of support and encouragement from staff. Pre-school children demonstrate strong mathematical skills. They have great fun as they discuss quantities of ingredients and whether they think the mixture will be 'heavy' or 'light' as they make their own sea animals out of dough.

Children behave very well and are extremely respectful towards one another. They patiently wait their turn and share resources during activities. They listen carefully, follow simple instructions and respond to staff's questions during their play. Children quickly learn the nursery routines and the simple rules that are in place for their safety. Children are independent and enjoy helping to carry out simple tasks.

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

- The setting has been through a turbulent time during the COVID-19 pandemic. There have been a number of changes to the leadership and staff team. Leaders and staff are passionate about the setting and the experiences they provide to children. Parents recognise the improvements made by the new staff team. They comment how they are happy with the setting and would recommend it to others.
- Staff positively interact with children as they play alongside them. They use repetition and respond well to babies as they babble. They sensitively repeat words that pre-school children mispronounce. This helps children to hear and learn the correct pronunciation of words. However, some staff, particularly those supporting toddlers, do not fully maximise every opportunity to introduce new vocabulary and challenge children's thinking during activities.
- Staff plan a lovely range of activities that provide children with lots of opportunities to take part in experiences beyond those that they have at home. For example, children recall taking part in gardening activities. They learn how plants, fruit and vegetables grow as they help to plant seeds. Toddlers display high levels of self-control as they independently and safely use suitable knives to chop courgettes.
- Leaders support staff very well. Staff participate in regular team meetings and supervision sessions. They have good access to targeted training to build further

on their professional development. However, leaders have not yet fully explored how staff can learn from one another and share best practice. Nevertheless, leaders are highly reflective of practice. They are ambitious and have a clear vision for the setting. They are dedicated and committed to achieving the very best possible outcomes for children.

- Staff continually assess children's learning and swiftly spot any gaps in their development. They provide valuable opportunities for children to work in small groups and have one-to-one time with their key person during sessions. This particularly supports those children with special educational needs and/or disabilities and those who speak English as an additional language, to make good progress.
- The key-person system is effective. Children build secure attachments with staff. Staff have a strong knowledge of what children know and can do. They use this information well to meet children's individual learning needs and plan a range of exciting activities. As a result, children are well prepared for the next stage of their learning.
- The setting's curriculum focuses on how staff can further enhance children's learning at home. Leaders have recently introduced a 'nursery library'. This supports children to develop a love for reading. Staff encourage children to take different books home each week and read a story with their parents every day. Staff provide opportunities for children to talk about their favourite stories when they return to nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust procedures to ensure that staff are suitable for their roles. Staff are aware of how to respond to any potential concerns about staff practice. Managers and staff have a secure knowledge of the potential signs of child abuse and neglect. They know what to do and who to contact if they have a concern about a child. Staff are aware that they should only let children leave with known adults and those authorised to collect, contributing to children's safety. Staff follow robust procedures when children are absent and monitor their attendance closely. This helps them to promote children's welfare.

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

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

- maximise opportunities to further build on toddlers' early communication and language skills to support them to make the best possible progress
- continue to develop strategies for staff to learn from one another and share best practice to elevate the quality of teaching to the highest possible level.

## Setting details

<b>Unique reference number</b>	2510396
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10207787
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	71
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Shine Nursery Ltd
<b>Registered person unique reference number</b>	2510395
<b>Telephone number</b>	01384 566815
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Shine Nursery registered in 2019. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dale Ramsey

## 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 the evaluations of the provider.
- The manager and the inspector completed a learning walk together of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke with parents to gain their views and opinions of the nursery.
- The inspector held a meeting with the manager. He looked at relevant documentation and evidence of the suitability of staff working in 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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