

# Inspection of Shining Stars Day Nursery

29-31 Clare Road, Halifax, Calderdale HX1 2JP

---

Inspection date: 20 April 2022

---

## **Overall effectiveness**

## **Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### The provision is inadequate

Staff do not provide children with clear boundaries or expectations for their behaviour. They do not manage disruptive behaviour and they fail to support children to develop an understanding of right from wrong. This leads to a disorderly environment that hinders children's learning. Children are frequently in conflict with one another. The less confident children become distressed, showing that they do not feel safe and secure in the nursery.

Children do not benefit from a well-planned and sequenced curriculum. Staff do not take good enough account of children's individual abilities or what they need to learn next. This means that children are not challenged and do not make as much progress as they could. That said, staff know what children are interested in, and some activities are really appealing to children. Older children make 'volcanoes' from household ingredients. They watch in awe as the mixture fizzes and bubbles. Younger children make currant buns with dough, singing along while they play. Babies enjoy splashing in the water trays.

Risk assessments are not sufficiently effective. Although accidents are recorded, actions are not taken promptly afterwards. For example, children are able to open internal doors, despite children having previously trapped their fingers in them. This compromises children's safety. Furthermore, some routines and activities do not support children's good health. Babies share resources that have been in their mouths. Staff do not model good hygiene routines to teach children good habits and minimise the risk of cross infection.

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

- The provider has failed to inform Ofsted about an allegation made against a member of staff. This is a breach of the early years foundation stage statutory requirements. However, the manager did report this allegation to other authorities and it was investigated appropriately.
- Staff do not implement effective strategies to manage children's behaviour. For example, children observed pushing, shouting and fighting with one other are told to 'be nice'. When this behaviour results in a child getting hurt, staff do not talk to children about the consequences of their actions. This means children do not learn about the impact their behaviour has on others.
- Routines are, at times, chaotic. For example, children push past one another when staff escort them to the outdoor area. At lunchtime, they bang their empty plates on the table and become unsettled. Once the food arrives, they wait too long for cutlery and so begin to eat their food with their hands.
- Staff encourage children to be independent and clean their own hands and faces. However, they do not teach them to dispose of tissues safely and clean

their hands afterwards. When children are given a snack after playing outdoors, staff do not instruct them to wash their hands before eating. Babies eat a mix of flour and water from their fingers and spoons, then put them back in the tray. This presents a high risk of the spread of infection.

- Leaders and managers review practice and make plans for improvement. They are keen to introduce a new curriculum that ignites children's curiosity. Plans for staff's professional development are becoming more focused on addressing the areas where they most need support. However, significant weaknesses in practice remain.
- Staff do not have clear intentions for children's learning when planning activities. Consequently, teaching often lacks focus, particularly during group activities. Children are not supported well enough to build on what they already know and can do.
- Managers are committed to supporting staff's well-being. They provide a breakfast station, intended to help staff get their day off to a good start. Managers hold regular meetings with staff to check on their welfare. They offer support within the team as well as signposting staff to external services where appropriate.
- Children have opportunities, during outdoor play, to develop their large physical skills. They walk up ramps and down steps and take advantage of having plenty of space to run around.
- Babies demonstrate that they feel secure and are happy in nursery. For example, they climb onto the lap of the inspector to share a book. They readily join in activities, giggling while they play.
- Parents are complimentary about the nursery. They receive regular updates about what their children do in nursery by means of an electronic app. Parents know who their child's key person is and appreciate detailed conversations with them at the end of their child's day.

## Safeguarding

The arrangements for safeguarding are not effective.

Ineffective behaviour management has a significant impact on children's emotional well-being and sense of security in the nursery. It puts children at risk of harm from one another. That said, managers and staff have appropriate knowledge of the different kinds of abuse. They know what to do if they are concerned about a child's welfare. Safe recruitment procedures help to ensure that staff are suitable to work with children. Staff hold first-aid qualifications that help them to deal with accidents appropriately. However, accident reports are not monitored sufficiently. They do not inform risk assessments to help to minimise all hazards in the nursery. This compromises children's safety.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|   | Due date   |
|---|------------|
| train staff to manage children's behaviour appropriately and effectively  | 30/04/2022 |
| ensure that risk assessments are robust and identify and minimise potential hazards, including responding quickly to accidents that children have | 30/04/2022 |
| ensure that staff have clear intentions for children's learning and that teaching consistently helps all children to learn more and remember more | 30/04/2022 |
| improve supervision arrangements to identify and tackle weaknesses in staff's knowledge and practice.   | 30/04/2022 |

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

- review and improve group activities to ensure that staff take account of children's individual learning needs
- improve hygiene routines to prevent the spread of infection and help children to stay healthy.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY563164  |
| <b>Local authority</b>                             | Calderdale  |
| <b>Inspection number</b>                           | 10194210  |
| <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>                      | 80  |
| <b>Number of children on roll</b>                  | 86  |
| <b>Name of registered person</b>                   | P and L Nurseries Limited   |
| <b>Registered person unique reference number</b>   | RP910280  |
| <b>Telephone number</b>                            | 01422646690   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Shining Stars Day Nursery registered in 2018 and is located in the centre of Halifax. The nursery is open all year round, Monday to Friday from 7.30am to 6pm. There are 15 childcare staff in total. Of these, 10 hold appropriate childcare qualifications at level 3 or above. The nursery receives funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Wilkins

## 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 manager and staff and has taken that into account in her evaluation of the provider.
- The manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Leaders met with the inspector to discuss leadership and management of the nursery. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed two joint observations with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to two parents and took account of the views of others from written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022