

Inspection of Shining Stars Nursery

Waterloo Avenue, Leiston IP16 4HF

Inspection date:

24 May 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

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive a good quality learning experience in this nursery. Staff provide a varied range of activities for the children to choose from. However, staff do not sustain their interactions with the children. Consequently, children show very little interest in the resources provided. They demonstrate little motivation to play and learn. Staff do not deploy themselves effectively, to ensure that children are adequately supervised. Children are left to play, unnoticed by staff. For example, when playing outside, children take a pot of paint from the table and paint on the seats of a 'two-man' wheeled toy, unnoticed by staff until the toy is covered in paint. Other children wander around the garden, not taking part in any play. They spend a disproportionate amount of time playing alone. Children follow hygiene routines. They manage their own personal care needs relevant to their age and stage of development.

Although some children have a good vocabulary, often staff do not recognise opportunities to extend and develop their speech and communication skills. Children do not behave well and are not helped to understand the impact of their behaviour on others. Despite this, they do build close emotional attachments with staff. Children mostly come into the nursery readily. Those who do not are comforted by familiar staff, helping them to settle quickly.

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

- Staff do not provide children with meaningful learning. They know where children are in their learning, and plan for their next steps. However, teaching is not good enough to help children make progress. Staff do not provide children with sufficient challenge or have high enough expectations of what children can achieve.
- Children are not developing the key skills they need to be ready for the next stage in their learning, such as starting school. Children are not supported well enough to develop their speech and language skills. Although staff do talk to the children, they do not sustain conversations and do not routinely introduce new vocabulary. Staff's attempts to read stories to older children are quickly abandoned, as children do not sit still, even for a few minutes, to listen.
- Staff do not meet children's individual needs. They do provide activities for children to access, but their own lack of enthusiasm has a negative impact on children. For example, they provide a tray with flour, metal pans, spoons and colanders for children to explore. However, staff's own lack of interest means that children are not inspired to have a go or persevere. Consequently, they flit from activity to activity, with little interaction or support from staff. Children's lack of engagement in activities results in their behaviour quickly deteriorating.
- Children's behaviour is poor. Staff spend a lot of their time reminding children

about the rules, but do not engage children in purposeful learning about what is right and wrong. Staff plan adult-led activities to help children learn to take turns. However, the implementation of these activities is poor. Staff are unable to keep control and children frequently demonstrate poor self-control. Children struggle to share and take turns. Staff do not manage conflict well enough.

- Management has taken action to address the weaknesses identified at the last inspection. However, this has not been effective to improve the quality of education for children. Staff state that they do not feel well supported by senior management. Staff morale is low, and this has a negative impact on the quality of their interactions with the children.
- Staff demonstrate friendly and trusting partnerships with parents. Parents speak positively about staff, describing them as 'caring'. Staff share information with parents about what children have been doing and encourage a two-way flow of information. There are established partnerships with other professionals involved with children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Management has appropriate recruitment and selection procedures, to ensure that those working with children are suitable to do so. Staff understand their responsibilities to protect the welfare of children. They are aware of the indicators of abuse and know how to report concerns. All staff complete safeguarding training. There are designated leads for child protection, who are responsible for ensuring that any concerns are recorded and reported in a timely manner. Staff are aware of wider safeguarding concerns. They understand their role in identifying and supporting families who might be vulnerable from extreme behaviours or views.

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
design and implement a curriculum that meets children's individual learning needs	31/08/2022
improve staff skills to ensure that teaching is purposeful and provides children with sufficient challenge and motivation to play and learn	31/08/2022

deploy staff effectively to ensure that children are adequately supervised	31/08/2022
support staff to manage children's unwanted behaviour to help children understand their own feelings and regulate their own behaviour	31/08/2022
provide effective support to staff to encourage improvements in their practice and promote their well-being.	31/08/2022

Setting details

Unique reference number	2496046
Local authority	Suffolk
Inspection number	10201424
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	1 to 4
Total number of places	48
Number of children on roll	41
Name of registered person	Alpha Community Nurseries Ltd
Registered person unique reference number	RP900802
Telephone number	01728 832502
Date of previous inspection	17 June 2021

Information about this early years setting

Shining Stars Day Nursery registered in 2018. It employs four members of childcare staff, all of whom hold early years qualifications at level 3. Opening times are Monday to Friday from 8am to 6pm all year around. The nursery is closed on bank holidays. The nursery provides early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

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 nursery.
- The inspector and the manager completed a tour of the nursery to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection.
- Children spoke to the inspector during 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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