

# Inspection of Shooting Stars Nurseries Wolverhampton

55 Compton Road West, Wolverhampton WV3 9DU

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Inspection date: 19 July 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, content and feel safe in this welcoming nursery. They arrive happily and separate well from their parents and carers. Children form close bonds with the kind and caring staff. Babies approach staff for reassurance and cuddles when new visitors are present, and staff respond with affection. This helps to promote children's emotional well-being. Older children confidently approach visitors to chat to. Children are eager to play and explore. Babies enjoy exploring the sounds musical toys make when they press the different buttons. Toddler children develop their imaginations as they play in the home corner, pretending to make food and drinks for staff. Pre-school children develop a love for books. They enjoy listening to well-read stories and talk about how the 'blurb' on the back of the book gives them information about what the story is about.

Children of all ages develop their mark-making skills. Babies excitedly use chunky chalks to make marks on the chalkboard and pre-school children confidently write their own name on their artwork. Staff help children to broaden their awareness of mathematical language. They introduce words such as 'more than' and 'less than' and encourage children to compare, count and estimate. Children play happily together, learning to take turns.

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

- Staff know children well, including their current interests and learning needs. They use their observations and assessments of children to help inform them of what children need to learn next. This ensures a suitable and challenging curriculum is provided for all children to help them make good progress in their learning and development. Children are developing the skills they need to help support them in their future learning.
- Staff support children's communication and language skills well. They encourage older children to join in with conversations and discussions. Staff working with babies provide a narrative for children's play and repeat words encouraging children to copy. Babies confidently attempt to say new words and show delight with the praise and encouragement they receive.
- Children who speak English as an additional language are supported very well. Staff speak other languages in addition to English and use these skills to help support children and families. Staff use pictures as prompts and speak clearly to children. This helps children to understand and develop their English skills.
- Children are served healthy and nutritious meals prepared by the on-site chef. Children's dietary needs are well catered for; staff are aware of their individual needs and the chef prepares meals to accommodate these. Children are sensitively encouraged to try new foods. Staff remind children of the importance of drinking water throughout the day, particularly on hot days. Children know

they must do this to stay hydrated and healthy.

- Children show high levels of independence in their play as they choose from the wide range of activities and experiences on offer. Pre-school children enjoy joining in with group story times and games. However, some group activities for toddler children are not as well organised to fully support children's concentration and involvement.
- Children generally behave well. Staff encourage children to share and take turns. Staff intervene to tackle any unwanted behaviour. However, not all staff explain to children why the behaviour is not welcome in the nursery.
- Parents spoken to on the day of inspection express their complete satisfaction with the nursery. Parents say they appreciate the regular updates about their children's time at the setting via an online app and through daily discussions. Parents are pleased with the progress their children are making and say that their children are happy attending.
- The staff team is supported well by leaders and managers. Staff receive individual supervision sessions to discuss their work and the children they care for. They have regular opportunities to attend further training to help build on their already good skills and knowledge. Staff express how confident they are to approach leaders and managers. They say that the manager values their contributions and is supportive of their overall well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of the procedures to follow should they have concerns about children's welfare. They understand how to spot the signs and symptoms of abuse and neglect. They know how to record these and who to report these to, both internally and externally. Safer recruitment procedures are followed to ensure staff have been vetted for their suitability to work with children. Staff supervise children well and ratios are maintained. Staff ensure children have a safe environment to play and explore.

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

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

- review the planning of some group activities for toddler children so that all children are able to remain involved and engaged
- support staff to manage children's behaviour consistently and effectively to help children to understand the reasons why some behaviours are not acceptable.

## Setting details

<b>Unique reference number</b>	EY551540
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10247280
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	86
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	My Shooting Stars Nurseries Ltd
<b>Registered person unique reference number</b>	RP551536
<b>Telephone number</b>	01902 715547
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Shooting Stars Nurseries Wolverhampton registered in 2017. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, nine hold an appropriate early years qualification at level 3 and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Amanda Tompkin

## 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 inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed two joint observations with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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