

Inspection of Shooting Stars Nurseries Kings Norton

Barbara Hart House, 132 Monyhull Hall Road, Birmingham B30 3QJ

Inspection date: 5 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish under the care of the dedicated team of staff at the nursery. They thoroughly enjoy the company of the staff and eagerly invite them to their play or request a cuddle. All children make excellent progress and gain a deep understanding and wide subject knowledge in readiness for their future learning and school.

Older, pre-school children develop a strong understanding of a range of mathematical concepts and how mathematics can be used to solve real-life problems. Children complete a survey to investigate the various eye and hair colours that their friends and nursery staff have. They know how to complete a tally chart and put a mark under the correct heading. Staff further reinforce the children's understanding of the value of numbers as children create a 'pictogram chart' to represent the number of people with blue, brown and green eyes.

Children benefit from a curriculum that ensures they develop excellent levels of independence and a 'can-do' attitude. Babies learn to drink out of an open cup using containers designed specifically for their very small hands. Toddlers learn to follow pictorial instructions so they can make play dough for themselves.

Children display high levels of engagement and deep concentration in their chosen play. Babies request that staff repeat an activity and give the instruction 'again'. Toddlers persevere as they shape clay. They recognise that it is harder to manipulate than play dough, and use their fingers and water to soften it. Staff provide children with a vast range of specifically chosen activities to support their hand and body strength in readiness for writing.

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

- The dynamic management team expertly oversee children's experiences at the nursery. The manager and deputy manager have outstanding management skills and successfully lead the highly skilled staff team. They value the contribution that each staff member gives and make full use of their skills to ensure that children receive the best experience they can provide. A culture of self-review and drive for continuous improvement means that children's learning, well-being and welfare are always prioritised.
- All staff receive bespoke professional development opportunities to extend their excellent knowledge and skills even further. The managers' comprehensive induction programme ensures that new staff are fully supported to understand their roles and responsibilities. Room leaders receive excellent opportunities to develop their leadership skills. The managers empower room leaders and help to equip them with the skills to review and further enhance the provision for

children. For example, toddler-room staff are currently reviewing lunchtime arrangements to ensure that children's communication and language skills are extended even further during mealtimes.

- The managers and staff have designed and implemented a highly effective education programme that fully challenges children's learning. They have an expert knowledge of child development and how young children learn. Staff meticulously plan for each child's learning with specifically targeted plans. They expertly break down the knowledge and skills that children need to develop. For example, they provide babies with a collection of hats, shawls and sunglasses because they have identified that these are easier garments for babies to use to begin to dress themselves.
- The special needs coordinator and staff provide children with special educational needs and/or disabilities (SEND) with outstanding targeted support, to ensure they can make the best progress possible. Staff skilfully adapt activities and routines to ensure that children with SEND are fully included. This is further supported by the excellent key-person system. All staff share their knowledge about children's learning priorities and how to support them. This ensures continuity in their care and learning. Staff and parents attend training courses together to develop a shared approach to supporting the needs of children with SEND.
- The managers and staff work extremely closely with parents and highly value the contribution that they make to children's learning. For example, when term-time only children return from the summer break, staff contact parents to find out about children's current interests and learning. Staff use this information to plan high-quality learning experiences from the outset.
- Staff expertly support children's communication and language. They skilfully identify the key pieces of knowledge that children need to gain at different stages of their development. Babies learn to use single words and signs to confidently communicate their needs and wishes. Staff working with very young toddlers help them to practise using a range of sounds, such as 'ee' and 'oo', as they explore gloop. Pre-school children know how to read body language and adapt their behaviour in response to this. Children learn the language associated with feelings and staff expertly support them to manage their behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff fully understand their roles and responsibilities to keep children safe. The managers and staff complete meticulous risk assessment to ensure that children can play safely. Staff are extremely vigilant and aware of any changes to children throughout the day. The managers and staff have an excellent knowledge of safeguarding matters. They provide staff with regularly training to ensure they understand the signs that a child is at risk of harm and how to report this. The manager has implemented excellent arrangements related to whistle-blowing. Staff understand how to report concerns about the conduct of a colleague. Leaders complete rigorous recruitment checks to ensure that staff are

suitable to work with children, and remain so. Robust risk assessment and safety measures are in place to protect children relating to the use of CCTV.

Setting details

Unique reference number	2509660
Local authority	Birmingham
Inspection number	10194470
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	93
Number of children on roll	177
Name of registered person	My Shooting Stars Nurseries Ltd
Registered person unique reference number	RP551536
Telephone number	01214598259
Date of previous inspection	Not applicable

Information about this early years setting

Shooting Stars Nurseries Kings Norton registered in 2018. It operates Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. The provider employs 25 staff. Of these, 18 staff members have an approved qualification at level 3. The provider receives funding for free early years education for two- and three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the managers, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector completed a joint observation with the manager.

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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