

Inspection of Bright Stars Nursery

Thorntree Community Centre, Birkhall Road, Middlesbrough, Cleveland TS3 9JW

Inspection date: 13 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this calm, purposeful and inviting environment. New starters settle in quickly, as highly skilled practitioners know how to meet their needs using information previously gained from parents. Children confidently access the indoor and outdoor environments, both of which are wonderfully resourced to nurture and develop curiosity. They excitedly recall previous learning as they come to show the staff members a slug that they have found outside. They explain clearly all about its habitat and carefully examine its body using magnifying glasses.

Children's learning and development are at the heart of all that the setting does, and this is supported through a carefully planned curriculum that is tailored to the individual needs of each child. As a result, all children thrive, making excellent progress in this caring and nurturing environment. It is a joy to see such young children engaged and enjoying different activities within a calm environment. A 'have a go' attitude is encouraged, and children learn through trial and error. This increases their perseverance, focus and attention skills, along with their self-confidence.

Children receive an excellent early education at the nursery. They learn about their own bodies through activities that include a toothbrushing scheme. Children are confident and independent, washing off paint from their face using a cloth and mirror in the bathroom. They sit together at the table and eat toast with jam and butter that they have spread themselves.

Children's behaviour is exemplary, supported by practitioners who are skilled at providing children with choice and the freedom to explore. Delays in children's learning are identified at the earliest opportunity, and interventions are swiftly and concisely put in place and shared with parents and/or carers. As a result, all children make rapid progress in their learning.

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

- The calm, welcoming environment is carefully planned to provide a home-from-home space where children feel safe and have the confidence to explore. Staff set clear boundaries and expectations, and behaviour is exceptional as a result. Diversity, inclusion and acceptance are weaved carefully throughout the setting by using props from different cultures, stories covering different faiths and foods that the children cook and eat from different countries, such as chapattis and noodles.
- Children enjoy a range of activities at the nursery, and practitioners are highly skilled at giving children the autonomy to choose where they play. Staff's use of open-ended questions and their encouragement to test out their own theories

means that children develop a wonderful 'can do' attitude. For example, children are totally invested in their play, experimenting by placing piping at different angles. They talk about how the speed of the cars changes as a result. Older children count beyond 50 and show an in-depth awareness of capacity and volume as they transfer sand into a tub using a spade.

- Independence skills are supported and developed superbly. Practitioners make offers of support clear, but allow children, including the youngest, the time to practise and try things for themselves. As such, they make rapid progress from the very beginning of their journey at the nursery. Children thrive because their key person quickly identifies gaps in their learning and plans carefully to provide opportunities that will help these gaps to close. In particular, children with special educational needs and/or disabilities (SEND) flourish at the setting. Staff are attentive to their particular needs and work closely with external agencies and parents/carers to ensure these needs are met.
- Partnership working with parents is a huge success because staff use a range of different communication methods to engage with families and share their wealth of child development knowledge. As a result, parents and carers speak very highly of the nursery, the caring staff team and of how much their children love to attend. They comment on how well the practitioners provide learning packs and factsheets with information about supporting positive behaviour and reaching learning targets at home. They talk about how quickly their child has reached new milestones, especially in the area of speech and language.
- Leadership is a key strength, with the manager and deputy manager promoting a culture of self-evaluation and excellence, making sure that every team member feels their ideas and views are valued. They have made significant changes to the resources, layout and experiences offered to children over the past months, and they have ensured that their team of practitioners were involved every step of the way. Their open and approachable manner means that cohesion is seen in every aspect of the nursery. The team support each other and openly share ideas and make suggestions. As a result, the children benefit from attending a nursery that continually seeks to improve. This hugely benefits the children and nursery, as all staff strive for excellence.
- Practitioners compile learning plans for their key children, and this is used in partnership with parents and carers to help provide useful suggestions about supporting children's learning and development at home. As a result, children make excellent progress in their learning, especially children with SEND.
- Language and communication acquisition is at the heart of the setting. They encourage parents to borrow books to share with their children at home and encourage them to join the local library, which the children also visit as part of the nursery's routine. During these visits, children choose books that interest them and look at them independently, as well as with practitioners. Helping to create an early love of reading has a significant impact and provides the children with solid foundations upon which to build. This is further supported through singing songs and rhymes with the children during sessions.
- Staff training and development is given a very high priority by the manager, and the whole team have recently completed communication training. Key themes from this training are embedded into all of the staff's interactions with children.

They speak clearly to the children and give them plenty of time to reply while showing the child that they still have their full attention, through retaining eye contact and employing a warm manner. Practitioners make full use of having a speech and language therapist as part of the Community Hub, using this resource well to seek support for children and families at the earliest opportunity.

- The setting goes above and beyond to create excellent relationships with families and children before they start at the nursery. This includes holding stay-and-play sessions over the summer holiday period where information gained through observations is used to excellent effect. For example, a child is enticed into the setting on his first session because staff have placed an outdoor bike in clear view of the entrance door, having seen him enjoy this resource previously. As a result, he settles quickly.

Safeguarding

The arrangements for safeguarding are effective.

Safety is a priority for the setting, and it is clear that the management team have ensured it is a key part of their ethos. For example, as children move confidently between the indoor and outdoor areas, staff are observed to change their location in such a way as to ensure that all children can be seen at all times. The whole staff team are highly vigilant and demonstrate a great awareness of the signs and symptoms of a wide range of different types of abuse, which includes 'cuckooing' and neglect. They are very secure in their understanding of the procedures to follow should they have any concerns about adults or children within the setting. They all have a sound knowledge of how to safeguard children, attending training and holding regular discussions in team meetings, for example. As a result, they are confident to identify, record and report concerns about children's welfare. The setting observes a robust recruitment and vetting process that is followed by an in-depth induction programme so that staff are fully informed about their responsibility to keep children safe. Paperwork is meticulously completed and provides a useful source of reference when the manager contributes to multi-disciplinary meetings.

Setting details

Unique reference number	EY448837
Local authority	Middlesbrough
Inspection number	10229354
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	2 to 3
Total number of places	24
Number of children on roll	27
Name of registered person	Middlesbrough Borough Council
Registered person unique reference number	RP900896
Telephone number	01642727962
Date of previous inspection	6 October 2016

Information about this early years setting

Bright Stars Nursery registered in 2012. The nursery employs six members of childcare staff. Three have a level 6 qualification, with the manager also holding early years teacher status. The other three team members hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only, with the exception of bank holidays. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting provides care for children with SEND and those who speak English as an additional language.

Information about this inspection

Inspector

Jane Mumby

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 setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the director, manager and inspector.
- The inspector held a discussion with the manager and deputy manager in relation to the leadership and management of the nursery.
- The inspector viewed relevant documentation, such as child protection notes, evidence of safer recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and other staff working at 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022