

# Inspection of Billy's Young Stars Nursery

Butlins Skyline Ltd, Warren Road, Minehead, Somerset TA24 5SH

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Inspection date: 7 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed warmly and come in full of enthusiasm. They have a wide variety of activities to choose from. Staff also plan interesting activities, such as making play dough and going for a nature walk.

Children and babies have close relationships with staff, and this helps them feel safe and secure. Babies enjoy sitting and playing ball with their key person and show delight by smiling and kicking their legs excitedly. Babies are learning the actions for circle-time songs and enjoy playing instruments.

Children behave very well, listen to instructions and know the routines that keep them safe and healthy, such as washing their hands before meals and road safety when walking around the resort. Staff are good role models and speak respectfully to children, praising them for their efforts, such as helping to tidy up after snack. Children are proud as they put their photos higher up the beanstalk display, when they have shown good behaviour or kindness to others.

Parents are reassured that successful settling-in arrangements are tailored to their children's needs. Parents appreciate how well leaders and staff keep them informed and involved in their children's progress and well-being.

Leaders acknowledge the difficulties caused by the COVID-19 pandemic and are working hard to minimise any impact this may have had on children's social and language development.

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

- Staff support the development of language and communication very well. They speak clearly to children and check that they have understood. Staff wait sensitively for children to respond, which allows children to think before they answer. This means that well-paced conversations are happening between staff and children, talk is calm, and staff listen to children and value what they have to say.
- Staff value what children do and appreciate all the children's efforts. For example, when combining the recently made play dough with the collections from a nature walk, staff individually acknowledge the children's creative and imaginative ideas as they make 'cinnamon cakes', 'hedgehogs' and 'surprise birthday presents' of wrapped-up conkers.
- Staff help children to develop skills by allowing them time to practise self-care skills, such as finding and putting on their boots by themselves. Staff encourage children to butter their own toast at snack time and join in tidying-up routines, such as recycling compostable waste, wiping tables and sweeping the floor.

Children delight in the sense of responsibility for these tasks, which boosts their self-esteem.

- Children gain a strong sense of self and belonging through routines which use their names and pictures. For example, the self-registration procedure, circle time in the baby room and having place mats with their name and picture on at lunch time. They also benefit from having special spaces, such as the sensory room and calm corner, where they can have a quiet rest if needed.
- Children benefit from outside trips, for example, to a local farm. They are now eagerly awaiting the hatching of some incubating hen's eggs. Other trips include regular walks around the resort where they can make collections, such as conkers and leaves, or feed the ducks and swans on the lake. At times, staff do not always follow up on children's interests and miss opportunities to challenge learning even further.
- Leaders and managers have a deep knowledge of the curriculum and work hard to deliver all areas of learning, in both inside and outside environments.
- Leaders and managers are highly motivated to bring about improvements in quality and have systems in place to monitor practice. For example, the manager frequently observes staff. Regular supervision helps staff to develop their strengths and build up confidence. However, although the manager is training staff to help children learn more effectively, not all staff understand the learning focus of some adult-led activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of the signs and symptoms of abuse and neglect and what the procedures are to follow if concerns are suspected. Staff know how to deal with a disclosure, and they are aware of outside agencies who can help. All staff are trained in safeguarding and child protection and have regular opportunities to refresh their knowledge. Staff know how to keep children safe when going for a walk around the resort. Children listen carefully and follow instructions. For example, when staff warn of a car coming, the children move to the side and stand still. The resort has fire-evacuation drills for the whole site and the nursery does regular ones themselves.

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

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

- support staff to strengthen their understanding of the purpose of adult-led activities so that these are more effective in promoting children's learning
- support staff to consistently recognise children's curiosities and interests so that they can challenge their learning even further.

## Setting details

<b>Unique reference number</b>	142818
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10234222
<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>	42
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Butlins Skyline Limited
<b>Registered person unique reference number</b>	RP522585
<b>Telephone number</b>	01643 700543
<b>Date of previous inspection</b>	18 October 2016

## Information about this early years setting

Billy's Young Stars Nursery registered in 1995. It is run by Butlins Skyline Ltd and is based at Butlins in Minehead, Somerset. The nursery is a facility for the children of Butlins' staff, which also includes an after-school club and a holiday playscheme. The setting is open Monday and Friday from 9am to 6pm, and on Tuesday, Wednesday and Thursday from 8.30am to 5.30pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine members of staff; of these, one holds an early years qualification at level 6, seven hold early years qualifications at level 3 and one at level 2.

## Information about this inspection

### Inspector

Margaret Dobbs

## Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and the safety and suitability of the premises.
- Children spoke to the inspector and shared what they liked to do and learn.
- The inspector spoke to staff and took account of their views.
- The inspector spoke to the manager and deputy manager about the leadership and management of the setting, including reviewing relevant documentation.
- The inspector observed the quality of education being provided and the impact this has on the children's learning.
- Parents shared their views of the setting with the inspector through meetings and email.

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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