

# Inspection of Little Shining Stars

off Brougham Road, Lakeside, Huddersfield HD7 6AE

---

Inspection date: 20 October 2022

---

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The nursery has recently experienced some disruption with changes in staff. However, the manager demonstrates a good vision for the future of the nursery. She has a positive attitude to improving the quality of care and education that children receive.

Children are greeted by friendly and caring staff. They settle well and enthusiastically access the range of activities that are planned for the day. Older children show concentration and perseverance. For example, children maintain their focus as they hammer pins into wooden shapes on boards. They demonstrate good physical coordination as they succeed. However, staff's teaching is variable. There are inconsistencies in the quality of interactions from staff that stimulate and motivate children to learn. At times, some staff tend to hover and supervise children, rather than engaging in meaningful learning opportunities. This means that not all children are making as much progress as they could be.

Interactions between staff and babies are stronger. Staff build on babies' early communication skills by indicating verbally and with gestures what is going to happen next. For example, staff hold out their arms and say that it is time for a nappy change. They wait for babies to reach back to indicate that they are ready to be picked up.

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

- The manager shares her expectation that children lead their learning through the delivery of the curriculum. Staff plan activities based on children's interests, what they know and what they can do. However, not all children receive good levels of support in their learning. This is due to the quality of teaching and the interactions from staff not being consistently good. At times, staff do not deploy themselves well enough to increase children's learning. For example, some children spend long periods with little or no interaction from staff and play alone.
- The management team is supporting the needs of the newly appointed staff through an induction process. Staff have opportunities to develop their skills and knowledge. Recent training has increased their understanding of safeguarding procedures. Staff receive supervision meetings to reflect on their practice. However, the current arrangements for supervision do not precisely focus on raising the quality of education to a higher level.
- Children have good space to develop and practise their physical skills. They confidently ride balance bikes and scooters up and down a path and thoroughly enjoy splashing in puddles.
- Children become independent in their self-care. They have opportunities to put on their own coats and wellington boots independently. Staff teach them good

hygiene routines. For instance, they educate children about the importance of washing their hands after outdoor play.

- Children enjoy a variety of snacks and hot meals. Staff support younger children's self-help skills well when eating. However, when children are eating, staff in the toddler room do not consistently support them to understand how to maintain their well-being. For example, at times, some children stand up and move away from the table to play.
- Children generally behave well. They learn to take turns and respect others. Occasionally, staff miss incidents, or they do not make the most of opportunities to teach children about expected behaviour or what is not acceptable. For example, children throw cutlery and food, and they squabble over popular toys. This means that there is not a consistent approach in place to support all children so that they understand and know the expectations for their behaviour.
- Staff promote children's communication and language skills effectively. For example, children enjoy reading books. They happily point out the characters and talk about what is going to happen. Staff repeat words and check that children understand their meaning. However, staff do not always consider the effects that background noise and the volume of staff's voices have on children's listening and understanding of words.
- Staff give a clear handover to parents about their children's day at collection time. However, some parents say that they do not know who their child's key person is. Additionally, there is a lack of consistency in the systems in place to support parents to know about their children's individual learning and how this can be supported at home. Nevertheless, parents do feel that their children are well looked after, although they admit recent staff changes have been unsettling.

## Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training and are aware of their responsibilities. They know the policies and procedures to follow in order to safeguard children. Staff demonstrate a suitable knowledge of the signs and symptoms that might indicate a child is at risk. They also understand their roles in relation to the 'Prevent' duty guidance and safeguarding issues, such as extremist views. There is a clear mobile phone policy in place, and staff are made aware of this at their induction. Staff are clear about what they would do if they had a concern about another member of staff. Staff ensure that children are safe and supervise them closely.

## 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:**

	<b>Due date</b>
--	-----------------

raise the quality of interactions and teaching to ensure that staff consistently guide children's development to a good level and all children make the best possible progress	10/11/2022
ensure that staff are deployed effectively to support all children's developmental needs	03/11/2022
strengthen the existing arrangements for the supervision of staff to focus even more sharply on raising their professional development to the highest level	10/11/2022
review the organisation of some daily routines, with particular regard to snack times and mealtimes, to ensure that healthy practice is maintained	03/11/2022
implement a consistent approach across the setting to help children to learn to manage their feelings and behaviour	03/11/2022
enhance information sharing with parents so that all parents know about the individual progress their children make and how to support and extend their child's learning at home.	03/11/2022

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

- consider the impact that background noise and staff's voice levels have on the development of children's communication and language.

## Setting details

<b>Unique reference number</b>	EY475114
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10258642
<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 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Little Shining Stars Limited
<b>Registered person unique reference number</b>	RP533477
<b>Telephone number</b>	07572 243802
<b>Date of previous inspection</b>	22 August 2018

## Information about this early years setting

Little Shining Stars registered in 2014 and is located in Huddersfield. The nursery employs 15 members of staff, of whom 12 staff hold appropriate early years qualifications from level 2 to level 5. The nursery operates all year around, from 7.30am until 6pm, Monday to Friday. It provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Julie Dent

## 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 activities and the quality of staff's interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector viewed some documents relevant to the inspection process.
- The inspector completed a joint observation of an activity 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022