

# Inspection of Bright Star Nursery - Birtley

Birtley Lane, Birtley, CHESTER LE STREET, County Durham DH3 2PR

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Inspection date: 27 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are happy and settled in the nursery. Staff greet them as they arrive with their families and gather information to meet their care needs. Children have a close relationship with their key person and the staff team. This helps them to feel safe and secure in the nursery. Staff have high expectations for all children. They provide a variety of interesting activities which children enjoy. For example, toddlers enjoy sensory experiences using water and lentils in a large trough. Older children make animal prints with paints and learn about the Chinese New Year. Children with special educational needs and/or disabilities (SEND) are supported effectively. Staff know how to meet complex medical needs and provide tailored care.

Since the COVID-19 pandemic, staff have focused on supporting children's personal, social and emotional needs. Children begin to show confidence in their own ability and recognise their own feelings. Staff use praise to manage children's behaviour positively and support them through challenges. Children benefit from effective communication between the nursery, their family and any other professionals involved. Staff maintain good relationships and share information about children's care and learning. This helps to promote continuity for children.

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

- The manager and staff team have a clear vision for the curriculum and help children to build on foundations for future learning. Overall, staff's teaching is focused on what children need to learn, building on what children already know. Children are well prepared for the next stages in their learning, such as moving through the rooms in the nursery.
- Older children are well prepared to start school. Staff focus on building confidence, resilience and self-esteem. This has a positive impact on children's emotional well-being. For example, children sit in the circle and talk about how they feel, linking this to a colour. They show a deep understanding of a wide range of feelings and benefit from staff who sensitively explore the reasons why, and how they can help.
- Occasionally, staff who work with toddlers do not provide purposeful activities to extend their learning. For instance, at times they miss opportunities to model language during children's play, and some staff focus on the end result during craft activities.
- Children with SEND are supported exceptionally well. Feedback from the local authority portage team is complimentary. They say key persons use the advice given to help all children access the curriculum and use the nursery environment inclusively and meaningfully. Children make good progress in relation to their starting points.

- Staff consistently promote children's good health and independence. For example, toddlers are encouraged to wipe their own noses and wash their hands before their healthy snack. They know their routine well and their behaviour is very positive. Children have regular access to the outdoors, to develop their physical skills and enjoy the fresh air.
- Babies benefit from a warm, nurturing environment. They show they feel safe with their key person and explore the environment, regularly checking in for reassurance. Babies enjoy song time in the circle and develop their language skills as they listen to stories. They laugh and clap to the music, showing enjoyment as they join in with staff.
- The manager and staff team regularly share information with parents. For example, they involve parents in their children's learning and share photographs of their experiences. Parents are happy with the care their children receive. However, they are not provided with opportunities to leave feedback about the nursery or make suggestions on improvements.
- The leadership team is committed to providing good standards of care and learning for children. Leaders work hard to identify areas for improvement and create effective actions plans to monitor improvements. For instance, managers regularly observe staff's practice and meet with them to help them develop their skills. Staff say they feel supported here and are passionate about their work with children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of how to keep children safe from harm. They have clear policies and procedures which help them to identify, record and report concerns about children's welfare. Staff know the signs of potential abuse and are highly vigilant. The manager follows safer recruitment procedures to ensure staff are suitable to work with children. For instance, all staff have Disclosure and Barring Service checks. The manager ensures they meet the requirements for staff-to-child ratios and that staff are suitably qualified. Staff regularly check the areas used by children. This helps to keep children safe.

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

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

- strengthen staff's understanding of how to provide purposeful activities consistently for younger children
- provide parents with opportunities to leave feedback so they can contribute to the evaluation and development of the nursery.

## Setting details

<b>Unique reference number</b>	EY542619
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10275246
<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>	1 to 4
<b>Total number of places</b>	140
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Gainford Care Homes Limited
<b>Registered person unique reference number</b>	RP909644
<b>Telephone number</b>	0191 4924360
<b>Date of previous inspection</b>	31 January 2019

## Information about this early years setting

Bright Star Nursery - Birtley registered in 2016. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above. The area manager has a level 5 qualification in early years. The setting opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. Children with SEND attend.

## Information about this inspection

### Inspector

Michelle Lorains

## 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 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 manager and the inspector, indoors during a planned activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and the nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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