

# Inspection of Happy Stars Babies

46 Glanville Avenue, Scunthorpe DN17 1DD

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Inspection date: 3 March 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 Good

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

### **The provision is good**

Children are very happy at the setting. They laugh as they run and explore the space. Children feel safe as they stop to cuddle their friends and say hello to visitors. Children are confident and comfortable, settling quickly into the setting. Staff interact very well with children, supporting their communication. They extend children's vocabulary as they mention 'pilot' while children fly like a plane.

Stories are read by staff, to children who snuggle in and point to the characters. They hear songs such as 'Tiny Turtle' as they pop bubbles. Children giggle before trying to blow bubbles themselves. Children are encouraged to take turns and help each other as they roll cars down gutters and fill buckets with water. They excitedly explore the world around them.

Staff support children to express themselves as they squeal with delight during tummy time. They pull faces at themselves in the mirrors. Children decide how to move down the slide, confident to try different ways of using their bodies. Children are very physical in their play. They carry buckets of water outside and play musical instruments indoors. They are inquisitive and follow the daily routine well. Children are confident as they help to set the mats out for group time or tidy up their toys.

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

- The long settling-in and transitional period between home and the setting, which includes a home visit, is very strong. Children and families feel secure with the setting, and settle quickly. They develop confidence and self-motivation to learn.
- Support for children with special educational needs and/or disability (SEND) is strong. Staff are very engaging, responsive and respectful of children's needs. For example, they ask to move on to the next activity and wait for a response before continuing. Staff link well with other professionals and there is a holistic approach to the children's learning. Staff work towards the targets set by other professionals in the setting. This enables children with SEND to make good progress.
- The manager is passionate about children having the best start in life and gaining skills to thrive. The staff share this vision. They have a curriculum that builds on children's learning across the two rooms. Staff know what they want children to learn next.
- Staff work in partnerships with parents and carers. Information is shared in various ways, such as electronically and in person. The manager is very supportive, offering help and advice when needed. Parents are fully involved in their children's development and support this at home.
- Staff are deployed well, enabling them to closely supervise children. They

enthusiastically engage in children's play, supporting their ongoing learning and development. Children fully immerse themselves in water play and mark making in oats, due to the active encouragement from staff.

- Staff provide children with lots of physical development opportunities. In the Yellow Stars room, staff skilfully build on children's independence skills. For example, at lunchtime, children self-serve part of their meal and learn to use a knife and fork to eat with. However, opportunities for children to increase their independence skills are not consistently promoted in the Tiny Stars room.
- Children enjoy listening to stories and joining in with lots of rhymes throughout the day. Staff are expressive with their reading and singing, which helps to gain children's attention. These opportunities enable children to listen and learn new words, which supports their communication and language skills.
- Staff are well aware of children's individual needs, interests, background and what they are working on next. Clear information is displayed in each room regarding the curriculum and children's next steps in learning. This enables any new staff working in the room to fully support each child.
- Children's background, beliefs and home language are known and respected by staff. However, staff do not provide opportunities for all children who speak English as an additional language, to use their home language in their play.
- Staff regularly assess children's development and any areas of concern become a learning focus. This ensures gaps in children's learning are reduced. Staff use children's interests to support their progress and development. For example, using children's interest in the 'Gruffalo' story to support their communication through repeated phrases.

## Safeguarding

The arrangements for safeguarding are effective.

Staff safeguarding knowledge is strong. They know signs and indicators of abuse and when to make a referral to ensure children remain protected from potential harm. Staff have good understanding of the importance of monitoring existing injuries. The manager is clear about the steps to take if there is an allegation against a staff member. The manager leads on safeguarding practice. She keeps this information up to date by sharing regular updates with staff. For example, sharing stories in the news about safeguarding concerns in the local area. This helps staff to remain vigilant, so that children's welfare is maintained.

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

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

- support all staff to explore the consistent implementation of independence skills in the Tiny Stars room
- develop the inclusion of home languages and cultures in the setting, so that

children further understand they have differences and are unique.

## Setting details

<b>Unique reference number</b>	EY101918
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10276646
<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 2
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Happy Stars Limited
<b>Registered person unique reference number</b>	RP905168
<b>Telephone number</b>	01724 876200
<b>Date of previous inspection</b>	26 July 2017

## Information about this early years setting

Happy Stars Babies registered in 2002. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 5 and two at level 6, including one who holds qualified teacher status. The nursery opens from Monday to Friday, closing for one week at Christmas, one week in August and bank holidays. Sessions are from 8am till 6pm. The nursery accepts funding for two-year old children.

## Information about this inspection

### Inspector

Laurafay Muranka

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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