

# Inspection of Shooting Stars Wallsend

92 Station Road, Wallsend NE28 6TD

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Inspection date: 11 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children excitedly arrive at nursery and leave their parents with ease. They are warmly welcomed by happy, attentive and nurturing staff. Staff recognise when some children may need additional reassurance. They offer support and comfort to children by seeking out their favourite stories or toys. This helps children settle quickly into activities.

Children know the environment well and move confidently around the setting. They show good coordination skills and confidence as they weave their bodies through the bars of the climbing frame. They access resources independently and show curiosity in the activities on offer. Babies begin to learn about cause and effect; as they bang the wooden spoon against the metal buckets, they beam when this creates loud sounds. Pre-school children and toddlers develop their physical skills during activities where they clench, squeeze and pull play dough while dancing to music. This also helps to develop their small hand muscles skills in preparation for early writing.

Children behave very well and understand staff's expectations. They are beginning to form friendships with their peers. They share toys and take turns with equipment during play. Children understand the routines of the day. They listen well to instructions from staff. For example, when staff play a tidy-up song, children eagerly begin to help put the toys and equipment away. They show a sense of respect for the learning environment.

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

- The leadership team supports staff well to provide a stimulating curriculum that meets children's needs and interests effectively. The manager and special educational needs coordinator are proactive in supporting children with delays in their development. They work effectively with parents and other professionals, as required, to put in place additional support for children. This helps all children to make good progress from their starting points.
- Overall, staff model language effectively, introducing children to a range of vocabulary. For example, during a painting activity staff describe the children's actions to help them manipulate tools and encourage their exploration of marks. However, occasionally some staff do not always ask questions which encourage speech or enhance children's thinking skills. This means children do not always develop their communication and thinking skills as well as they could.
- Children have plenty of opportunities to practise their literacy skills. For example, babies and toddlers make marks in the sand and are keen to experiment with different mark-making tools. Older children concentrate well as staff read them a story and recall what might happen next. They show confidence as they listen to

the sound of their name and then clap the number of syllables in their name.

- Staff include mathematics across activities. This helps children to develop a good understanding of some mathematical concepts, such as numbers. Older children are beginning to recognise what each number looks like and can confidently count in sequence. However, they are not always given the opportunity to solve simple problems for themselves to help develop their critical thinking skills even further.
- Staff provide children with healthy and nutritional snacks and meals that promote their good health. They support children in developing their self-help skills, such as at mealtimes. For instance, staff encourage younger children to use their cutlery. They encourage older children to pour their own drinks. Children learn about the importance of good personal hygiene skills. They wash their hands after visiting the toilet and before eating snacks.
- The leadership team has a clear vision for the future and is committed to continually evolving the nursery. The manager works closely with the staff to evaluate practice and lead improvements. Staff speak highly of how the manager supports their professional development. They receive regular supervision and training and feel supported in their role. Staff morale is high, and staff members all have good working relationships with each other and the leadership team.
- Parents speak highly about the staff. They know who their child's key person is and their role in supporting their child. Parents value the online system, which means they have better access to be able to contribute their ideas and obtain information regularly from the staff.

## Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have a good safeguarding knowledge. They are clear about the indicators that may alert them to any concerns for a child's welfare. Staff have a good awareness about procedures to follow should they have any child protection concerns. They monitor children's non-attendance effectively. All staff undertake child protection training to help keep their knowledge up to date. There are safe procedures to recruit staff, and to check their suitability and understanding of their roles and responsibilities. The manager risk assesses the environment to minimise hazards, to help keep children safe. Staff supervise children well. This includes sitting with children during mealtimes, and when they sleep.

## 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 use a range of questioning techniques that encourage children to think and engage in even more sustained conversations

- encourage older children to solve simple mathematical problems for themselves to help them develop their own thinking skills.

## Setting details

<b>Unique reference number</b>	2684720
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10285157
<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>	90
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Garrity, Hayley
<b>Registered person unique reference number</b>	2543030
<b>Telephone number</b>	0191 6825730
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Shooting Stars Wallsend registered in 2022. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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