

Inspection of Shining Stars Nursery

Wainfleet Children's Centre, Magdalen Road, Wainfleet, SKEGNESS, Lincolnshire
PE24 4DD

Inspection date: 10 May 2023

Overall effectiveness **Good**

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

Staff support babies to walk while holding their hand. Babies let go and take independent steps; they smile as staff clap and praise them for their achievements. Toddlers and pre-school children use the outdoor spaces to extend their physical skills, coordination and balance. Staff supervise the children well as they climb and slide, promoting their safety.

Staff plan an ambitious curriculum to help children, including those with special educational needs and/or disabilities, to make the very best progress they can. Children develop good independence skills with the encouragement of staff. When children say they cannot put on their shoes, staff suggest, 'You have a go, and I will help you if you can't do it.' Children succeed, and staff offer lots of praise, helping them have a positive attitude to what they can do.

Supporting children's well-being is of a high priority at this setting. Children show kindness towards each other as they take turns and share resources. Toddlers hand babies toys and say, 'Here you go.' Pre-school children fetch a cup at mealtimes and give it to their friends. Staff are good role models, who encourage and praise children's efforts. As a result, children behave well.

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

- The manager and staff have a deep insight into the needs of the community and families that access the nursery. They understand what they want children to learn and achieve. The manager encourages staff to access continuous professional development, which helps to improve outcomes for children. For example, staff learn the importance of removing dummies as soon as possible, to support babies' communication and language skills.
- Overall, children benefit from staff's positive interactions as they play with them. For example, babies use their senses to explore the sand. Toddlers use their fine motor skills to thread cereal onto spaghetti. They say they have made a cake when toddlers stick the spaghetti into play dough. Pre-school children play with water. Staff encourage them to solve problems as they pour water down a chute to make their balls go faster. However, staff do not always ensure that all children are engaged in some adult-led activities, and children become disengaged and restless.
- The manager has recognised that a curriculum which includes teaching children about the wider community is important. For example, staff take children into the local village to visit the library and church. This contributes to children learning about people and communities beyond home and nursery.
- The special educational needs coordinator uses her good knowledge and experience to identify children who need extra support. She links well with

parents and carers and other agencies to ensure each child can reach their potential. Furthermore, additional funding is used thoughtfully to help bridge the gaps in children's learning and development. For example, extra money has been used to ensure some children receive a more one-to-one teaching approach.

- Staff support children to know the rules of the nursery. For example, when babies want something another child has, staff gently remind them, 'sharing is caring'. Children know the routines and follow instructions well. They know that it is time to tidy up five minutes after the bell rings.
- Staff encourage children to develop their self-help skills linked to personal hygiene, such as blowing their noses. Staff further support healthy hygiene routines when they gently remind children to wash their hands after blowing their noses and after using the bathroom.
- Staff develop positive working partnerships with children's parents and carers. This results in children receiving a consistent approach to their care and development. Parents comment on how much they trust the staff at the nursery and how they have gone above and beyond to accommodate their children's needs. They say that staff have helped their children to develop their social interaction skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff speak confidently about the procedures for recognising and managing any safeguarding concerns that arise. Staff know where to find information regarding safeguarding issues, if necessary, to ensure they are taking the correct action. The manager encourages staff to refresh and update their safeguarding knowledge by regularly accessing online training courses. Staff carry out daily morning and afternoon risk assessment checks to ensure that the environment remains safe and secure. Staff deploy themselves effectively around the nursery to ensure that children are well supervised. They follow safer sleep guidelines and make regular checks on sleeping babies.

What does the setting need to do to improve?

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

- improve the implementation of adult-led activities so that all children are engaged and benefit from the learning.

Setting details

Unique reference number	EY430406
Local authority	Lincolnshire
Inspection number	10279810
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	46
Number of children on roll	53
Name of registered person	Children's Links
Registered person unique reference number	RP526397
Telephone number	01754 881606
Date of previous inspection	18 September 2017

Information about this early years setting

Shining Stars Nursery registered in 2011. It is located in Wainfleet, Lincolnshire. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and carers and took account of their written feedback.

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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