

Inspection of Starjumps Limited

Suite 6 Batley Business Park, Technology Drive, Batley, West Yorkshire WF17 6ER

Inspection date: 10 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure at this inviting setting. Staff respond to children's interests and are responsive to their needs. They share in children's excitement when they make new discoveries in their learning. For example, children quickly put on wellington boots and rush outside when there is a sudden downpour of rain. Children giggle with staff as they jump and splash in puddles. They show that they feel safe and secure in the care of staff. For instance, children rush to greet them and embrace staff when they arrive at the setting. Staff play alongside children and ask questions to help them remain engaged in their learning. They model how to do things, such as using digging tools in the nursery garden. Children learn to use their foot to dig with spades, and they look for insects under soil.

Staff are good role models. They help children to use good manners. Children help to create nursery rules and remind each other of them. They behave well. Children listen and respond to instructions given. All children, including children with special educational needs and/or disabilities (SEND), benefit from an ambitious curriculum, which helps them to develop good levels of independence and self-care skills. Older children serve themselves during mealtimes and make choices in their play and learning.

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

- Staff comment that they feel very supported by the management team, which includes support for their well-being at work. Leaders carry out supervision sessions and identify the training needs of staff. This includes recent behaviour management training. Leaders are aware of the key priorities of the setting and have made some recent changes to the environment. However, they have not addressed emerging weaknesses in practice, including transition times throughout the day, which are sometimes disorganised, such as tidy-up times.
- Parents are very complimentary about the care their children receive. They are kept regularly informed about their children's learning and development. Staff complete regular observations and assessments of children's learning and share the results with parents. Parents are invited to stay-and-play sessions, such as a recent celebration party for the royal coronation event.
- Babies and young children benefit from sensory play, including exploring custard, cornflour and water. Staff add toy animals inside and sing familiar nursery rhymes as children uncover the toys. Babies smile as staff use hand puppets to read stories and sing songs. This helps to promote children's communication and language skills.
- Children develop good mathematical awareness. They learn to count and use shape sorters. Staff use mathematical vocabulary as children play, including

'more', 'less', 'larger' and 'smaller'.

- Children take appropriate risks as they play, including climbing on large apparatus in the outside area. They show good physical skills as they race around on bikes and wheeled toys. Furthermore, children learn how to keep themselves healthy. Staff encourage children to follow good hygiene practices and remind children why it is important to wash their hands before meals and after using the bathroom.
- Staff supervise children well. They complete daily risk assessments and address any hazards in the environment. This includes trip hazards. The setting is safe and secure. This means that no unauthorised persons can enter the premises.
- Overall, children develop the key skills needed for their eventual move to school. Children show that they know the nursery routine and what happens next. Older children sit in a large circle and listen to staff as they help children sound out the letters of their name. However, some children lose interest in this. Furthermore, staff do not pronounce the correct letter sounds. This does not help children to prepare to begin to develop their early reading skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of safeguarding matters. They understand the signs and symptoms of abuse and what to do if they are concerned about the welfare of a child. This includes signs that families may be exposed to extreme views and/or behaviours. They are alert to signs of domestic violence and how to respond to these concerns. There is a safeguarding policy in place, which includes the safe use of mobile phones and cameras at the setting. All staff are aware of the whistle-blowing procedure and the procedure to notify external authorities within a timely manner.

What does the setting need to do to improve?

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

- evaluate the nursery routine to review transition times, including tidy-up times
- review the arrangements for large circle times, to monitor the effectiveness of these and ensure the correct letter sounds are pronounced when helping children to sound out first letters of their name.

Setting details

Unique reference number	EY399384
Local authority	Kirklees
Inspection number	10291032
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	0 to 4
Total number of places	30
Number of children on roll	60
Name of registered person	Starjumps Limited
Registered person unique reference number	RP529260
Telephone number	01924 609982
Date of previous inspection	5 January 2018

Information about this early years setting

Starjumps Limited registered in 2009. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. 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

Emma Allison

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.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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