

# Inspection of Shining Stars Nursery

18 Ingram Road, Thornton Heath, Surrey CR7 8EB

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Inspection date: 20 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The manager and her staff team create a welcoming environment in the nursery, where children are happy and at ease. Staff have high expectations for children and provide a curriculum that covers all areas of learning. This helps children to develop the skills they need for starting school. For instance, staff use a self-registration system to encourage children to be able to identify their name. Staff are kind, gentle and thoughtful. They are good role models and successfully support children to behave well and consider the needs of others. For example, children independently say 'sorry' to each other without being prompted if they accidentally knock their friends' toys over.

Staff encourage children's communication and language through enjoyable and effective strategies. For example, they have lots of meaningful conversations during circle times and story times and through activities such as 'What's in the Box?' The diverse team of staff support children who speak English as an additional language. They talk to children in their home language and obtain keywords from parents. This supports all children to become skilful communicators. For example, older children confidently explain that butterflies come from cocoons. Staff implement effective strategies to promote children's awareness of healthy lifestyles. Children take part in good hygiene routines. They learn to brush their teeth after lunch and wash their hands before meals and cooking activities.

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

- Children gain good small-muscle skills. They concentrate while carefully threading slippery fruit onto skewers as they create fruit kebabs. The skilled staff help children to consider and learn how the fruit grows. Children sample the selection of grapes and melons as they discuss whether they taste 'sweet' or 'sour'. Staff help children to think about healthy food choices. Children learn new words, such as 'cantaloupe melon', to extend their vocabularies.
- Staff place importance on developing children's emotional intelligence. They support children to consider how they are feeling on arrival. They use visual prompts to allow children to communicate whether they are feeling happy, excited, sad, tired, calm or unwell.
- Children enjoy the outdoors and benefit from fresh air and exercise. They visit the local common and parks to look for minibeasts and go on autumn walks. Staff broaden children's knowledge of the natural world further as they learn how things grow as they help to plant cauliflower, green beans and sweetcorn in the garden.
- Staff have a good understanding of the varying needs of children of different ages. They try to adapt their approach to help younger children to engage during activities. However, staff do not consistently consider ways to further

improve the organisation of large-group activities, so that older children's learning is not distracted. For instance, at times, younger children become disruptive as they want to follow their own interests.

- The effective key-person system ensures that staff have a good knowledge of their key children's interests, skills and abilities. Staff frequently observe children's development and provide meaningful activities that challenge and motivate them. This supports children to make good progress in their learning in relation to their starting points in development.
- Children's early reading and writing skills are fostered well. They have good opportunities to make marks and practise their early writing skills, such as in the role-play office area. Older children sing songs about phonics and learn that letters have sounds. Younger children develop a love of books and independently select books for staff to read to them.
- Staff encourage children's understanding of mathematical concepts effectively. Older children confidently count and identify numbers one to 10 with ease. Younger children test ideas and solve problems, such as when they access peg puzzles.
- Positive relationships are fostered with parents, who praise the nursery's activities and staff highly. Staff regularly share information with parents about their children's care and early learning. For example, they update parents about their children's progress through regular discussions and meetings. This helps to promote consistency in children's learning.
- The manager is ambitious for the nursery to continually improve and develop. She supports staff to make full use of training opportunities. For example, staff have completed courses on speech and language awareness, sign language, child mental health and supporting children who speak English as additional language. This helps to promote best outcomes for children and maintain a good-quality service.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of safeguarding and child protection, including whistle-blowing and neglect. They are aware of the process to follow should they need to report any child protection concerns. The manager ensures that staff keep their knowledge up to date through regular training, quizzes and in-house conversations. Managers have robust recruitment procedures in place to ensure that only suitable staff are employed. Staff carry out rigorous risk assessments to keep children safe in the nursery and while on outings. They support children to learn how to keep themselves safe, such as by taking them on walks to learn about road safety.

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

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

- enhance the organisation of large-group activities further, so that older children's learning is not disrupted.

## Setting details

<b>Unique reference number</b>	EY337884
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10301147
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Husain, Sayyada Saeeda Sibtain
<b>Registered person unique reference number</b>	RP514175
<b>Telephone number</b>	0208 4053343
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

Shining Stars Nursery registered in 2006 and is based in Thornton Heath, in the London Borough of Croydon. It is open from Monday to Friday, for 48 weeks of the year. Sessions are from 8am to 3pm. The nursery employs six members of staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Edward

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector held discussions with the manager and staff throughout the inspection. She sampled relevant documents, including evidence of staff's suitability and first-aid qualifications.
- The inspector took account of parents' verbal and written 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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