

Inspection of Shooting Stars Nursery

Gospel Hall, West End Road, Morecambe LA4 4DZ

Inspection date: 6 June 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children who attend this setting do not receive the education and care that they deserve. Children's safety is compromised due to the significant weaknesses in the leadership and management of the nursery and several breaches of the legal requirements. Staff do not receive sufficient induction upon starting at the nursery and, as a result, there are significant gaps in their knowledge and skills. Staff are not supported to understand important procedures designed to keep children safe. This includes child protection procedures. Some staff, including the designated safeguarding lead (DSL), have a poor knowledge and understanding of child protection and their role in keeping children safe from harm.

The provider, who is also the manager, does not ensure that a curriculum that is fit for purpose is provided to children. Staff display poor regard for children's learning. Furthermore, they lack understanding of what children, including children with special educational needs and/or disabilities (SEND), already know and can do. Staff fail to support children's well-being needs. Visitors notice when children need attention, such as help with putting shoes on, or wiping their noses, because staff do not recognise when children need help. Practice is poor.

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

- The provider fails to ensure that staff have a robust knowledge of safeguarding policies and procedures. For example, some staff do not know what to do if their concerns about a colleague are not appropriately dealt with by the manager. Moreover, the provider has not ensured that the DSL has the knowledge and skills to fulfil her role. For example, she fails to identify and respond appropriately to signs of possible abuse. Therefore, staff may fail to identify that children may be at risk of or suffering from abuse.
- The provider fails to ensure that all new staff receive sufficient induction and initial training to help them to understand their roles and responsibilities. As a result, staff are unaware of how to implement the nursery policies and procedures. This includes child protection and implementing the nursery routine. Consequently, children's safety is compromised and the environment can, at times, become loud and chaotic.
- Systems for supervision do not provide staff with effective support and guidance. There is little oversight of practice, and areas for development go unidentified. Furthermore, staff do not have access to continuous professional development opportunities. As a result, children's interests are not promoted, and practice is poor.
- The provider does not ensure that minimum staff qualification requirements are met. More than half the staff team are not qualified to at least a level 2 qualification. The lack of suitably qualified and trained staff impacts on the

quality of education for children.

- Hygiene practice is poor. Staff fail to wash their hands before serving food with their fingers to children. Some staff do not wash their hands and changing equipment between nappy changes. This raises the risk of the spread of infection. Furthermore, children do not learn important healthy habits through good role modelling from the staff who care for them.
- The arrangements for supporting children with SEND are ineffective. Inexperienced staff, who do not have the knowledge to meet the needs of children, have supervision responsibilities beyond their capability. Children lack direction and spend periods of time disengaged from play. As a result, children with SEND do not make the progress they are capable of.
- The curriculum is poorly planned and unambitious. Staff are not aware of what children need to learn next. Poor support for the quality of teaching means that staff do not recognise children's emerging interests and expand on these. For example, children squeal with excitement when they discover a frog. They eagerly ask questions, such as 'Why does the frog have spots?' When staff fail to respond, children become deflated and walk away. As a result, children lack motivation to learn and attitudes to learning are poor. The learning that takes place is mostly incidental.
- Staff do not recognise when they need to provide emotional support to children. For example, some children become upset during play. A number of staff fail to respond to children's emotional needs and leave children upset for periods of time. As a result, children's emotional well-being is not fully supported.
- Children's good health is not promoted. The drinks offered to children are not always healthy and staff are not proactive in encouraging children to drink water. At other times, children are left with runny noses for long periods of time and are not encouraged to have a go at wiping their nose independently. As a result, children are not adequately supported, and children's health and welfare are not assured.
- Leaders have worked hard to improve partnership with parents since the last inspection and parents are regularly updated on their child's progress. Parents report that staff support them in aspects of their children's development. For instance, staff provide information to help to support parents succeed in potty training. Therefore, children make some progress in their learning and development.

Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that all staff understand their roles and responsibilities. As a result, there are significant gaps in staff's knowledge and understanding of how to keep children safe. Staff, including the DSL, do not have a robust knowledge of safeguarding and child protection. For example, not all staff know how to recognise signs and symptoms of abuse, and do not know the correct reporting procedures in the event of an allegation against a colleague. Gaps in induction mean that staff lack confidence in the procedures to follow. This places

children at risk in the event of a concern. Some staff have a good understanding of the setting's warm weather policy and confidently follow procedures to ensure that children stay safe in the sun. The setting is adequately secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff have a robust understanding of the safeguarding procedures, including how to identify and respond to concerns raised about the welfare of a child	30/06/2023
ensure that the designated lead for safeguarding has sufficient skills to give appropriate support, advice and guidance as required and in line with policies and procedures	30/06/2023
ensure that all staff receive induction training to help them to understand their roles and responsibilities	23/06/2023
ensure that all staff are provided with effective supervision, training, and support to improve the quality of education	23/06/2023
ensure that the minimum staff qualification requirements are maintained at all times	23/06/2023
ensure that all necessary steps are taken to promote the good health of children	30/06/2023
take steps to improve the support for children with special educational needs and/or disabilities to help them participate in play	30/06/2023

provide a broad and challenging curriculum that builds on what children know and can do, to help children to make good progress in their learning and development.	30/06/2023
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Setting details

Unique reference number	EY473567
Local authority	Lancashire
Inspection number	10289541
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	27
Name of registered person	Shooting Stars at Christ Church Ltd
Registered person unique reference number	RP533368
Telephone number	07415 271154
Date of previous inspection	28 November 2017

Information about this early years setting

Shooting Stars Nursery registered in 2013 and is situated in Morecambe, Lancashire. The nursery employs five members of childcare staff. Of these, the manager holds qualified teacher status, one staff member holds a relevant level 3 qualification, and three are unqualified. The nursery opens from Monday to Thursday for 50 weeks of the year. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Little

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 children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint observation with the manager of group activities took place.
- The inspector spoke to parents during the inspection and took into account their views.
- The inspector spoke to other professionals during the inspection and took account of their views.
- A sample of documents were viewed by the inspector, including first-aid certificates and evidence of staff suitability checks.

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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