

# Inspection of Shiny Stars Day Nursery

1 Simes Street, Westgate, Bradford BD1 3RB

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Inspection date:

14 July 2023 - 24 August 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

Children show that they feel safe and secure at the nursery. This is demonstrated through the close attachments with the staff that care for them. Children greet visitors and state, 'Good morning, it is lovely to meet you.' They are kind, polite and show that they respect others. This is nurtured through staff's interactions and gentle reminders to children to use good manners and 'remember that sharing is caring'.

Managers show that they understand what it is that they want children to learn. Children benefit from a curriculum that helps them to prepare well for their next stage in learning. They show good levels of imagination during sand play with their friends. They talk to visitors about their dolls falling into the 'lava sand' and explain how they must use the rainwater to save them.

Children are considerate towards each other. Staff use sand timers so that children know how much time they have left to play before they need to tidy up. Children show that they are prepared well for transition arrangements. This helps children to learn routines and expectations. Children develop key skills, ready to move to school. Staff share information with teachers from schools where children attend. This helps to provide a consistent approach to children's learning.

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

- Staff complete a visual check of the outdoor space. They have put some written risk assessments in place to identify and address structural issues with a low-level fence and gate. They complete risk assessments before children access the area and when they have finished using it. Staff complete regular headcounts and supervise children well. They support children to understand about what plants need to grow. Children are able to balance, hop and move their bodies in different ways. However, the outdoor area is a work in progress and managers are working with staff to enhance children's experiences of outdoor learning, such as developing their climbing skills.
- Staff say that they enjoy working at the nursery. Managers complete supervision sessions with staff to discuss their well-being and any concerns that they may have. Managers have identified training to offer further support and coaching to help staff to raise the quality of their practice.
- Children engage in a programme of activities and experiences. This includes repeating favourite activities, such as water play games. Children learn about growing and take part in planting activities. Children engage well in all aspects of their play and learning. For instance, during water play games, they put shells to their ears and listen to 'sea sounds'. However, some aspects of practice are not planned in a sequenced way to deepen children's thinking skills and to help

them to build on what they know and can already do.

- Partnership working with parents is a key strength of the nursery. Managers and staff keep in regular contact with parents. They share key information about children's learning and development, including what children need to learn next. Parents are complimentary about the care that their children receive.
- Managers place a focus on developing children's communication and language skills. Staff promote this in their practice well and support children's developing language. For example, they ask them well-timed questions as they play. Children engage in regular conversations and talk excitedly about what keeps them healthy. They compare different foods in their play and identify foods which should only be eaten as a treat. Young children use words such as 'cavities' during role-play games and tell staff that they have been eating too many sweets.
- Children with special educational needs and/disabilities have clear plans in place to support their development. The special educational needs coordinator works with parents and other professionals to create targeted plans and interventions. Parents praise how quickly strategies are put into place when their children need additional support.
- Children's independence is supported well. They confidently choose what they want to play with throughout the day. Staff encourage children to wipe their noses and take their used tissue to the bin. This helps to develop their independence in preparation for school.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure knowledge of the possible signs and symptoms that indicate a child may be at risk of abuse. They are aware of the procedures to follow if they have a child protection concern or concerns about the behaviour of a colleague. The manager has a good recruitment procedure and ensures that all staff have an induction and are appropriately checked as suitable to work with children.

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

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

- enhance children's experiences of outdoor learning, such as developing their climbing skills
- review planned activities for children to help deepen their thinking skills and to help them to build on what they know and can already do.

## Setting details

<b>Unique reference number</b>	EY358779
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10295392
<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 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Zaman, Hameeda
<b>Registered person unique reference number</b>	RP514321
<b>Telephone number</b>	01274 732 654
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Shiny Stars Day Nursery registered in 2007 and is located in Bradford, West Yorkshire. The nursery employs five members of childcare staff, of whom four hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens Monday to Sunday, all year round. Sessions are from 7am to 9pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Jennifer Cowton  
Emma Allison

## 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 inspector completed a learning walk with the manager through all areas of the premises used by the children.
- The manager carried out a joint observation with the inspector.
- Parents shared their views through written and verbal feedback. The inspector took account of these views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- During the inspection, the inspector held a meeting with the management team. The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.

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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