

Inspection of Bright Stars Nursery

Yorkshire Muslim Centre, Bland Street, SHEFFIELD S4 8DG

Inspection date: 10 October 2023

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| 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

The warm, caring attitude of all staff helps children to feel settled and secure. Children are continually supervised, so that they remain safe. Parents explain their reasoning for choosing to send their children to this nursery relates to the Islamic ethos promoted. Staff invite children to join daily 'Masjid' time, where they learn a prayer and greeting in Arabic. Staff use this time to also promote children's independence, listening, attention and communication skills. For example, children learn to take their own shoes off and put them back on. They are also encouraged to recall favourite nursery rhymes, which they sing in English. While the main ethos is to promote the Islamic faith, staff also plan experiences to help children to value and respect other cultural and religious beliefs.

Staff support children's learning well. They provide lots of opportunities for children to develop a broad range of skills in preparation for their transition to school. Children are encouraged to share and take turns. When minor squabbles over toys occur, staff encourage children to use a sand timer. This provides children with a visual aid to view while they wait for their turn. At the end of each session, staff again make use of the sand timer, so that children know how long they have until it is time to tidy up. Children then respond positively as they stop playing and listen to instructions. Children and staff are directed to different areas, with everyone working together to tidy toys away.

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

- Outside play is a prominent part of the daily routine for all children. This is because staff understand how some children do not have access to an outside play area in their home life. Staff enable children to access a wide range of activities and resources during outdoor play, which enables children to thrive. For example, children play imaginatively with the mud kitchen and show an awareness of space as they manoeuvre around objects when riding bikes.
- Staff understand the importance of children developing their hand muscles in preparation for writing. Children enjoy manipulating play dough and making marks with paints. In the outdoor gazebo area, children enjoy looking at books and using pens and pencils to draw and make marks. Staff fold paper to make aeroplanes and fans, which children then attempt to copy and make for themselves.
- Children and staff speak a range of different languages. Staff ensure they gather key words in children's home language, especially if there are no staff who speak the child's language. Staff use these key words to help each child feel valued. Repetition of words in English and the use of visual aids and signs, help all children to develop and build on their communicate and language skills.
- Staff talk to children as they play, discussing what is going on. They help

children to understand the meaning of words as they show them associated objects. However, when staff ask questions, they do not consistently leave children with enough time to think and respond with their own thoughts and ideas.

- Regular monitoring of children's progress enables staff to quickly identify any children with special educational needs and/or disabilities (SEND). Targeted interventions are then devised and referrals made, if necessary, to help children to catch up with their peers.
- Staff incorporate counting into spontaneous fun activities and games. For example, staff encourage children to count as they play hide and seek games. When playing 'What's the time Mr Wolf?', staff carefully count out the correct number of steps as they try and reach the wolf. However, when planning activities relating to number, these are sometimes pitched too high for individual children. For example, staff do not consistently ensure children have a firm knowledge of the value of lower numbers before moving them on to higher numbers.
- Parents confirm that their children are settled and making progress. They explain how they receive regular updates about their children through online systems, discussions with staff and during progress meetings. Management confirm that they are starting to invite parents back into the nursery and hold information sharing sessions. This is to help parents fully understand how and what their children are learning through play.
- The committee and management team have a clear understanding of their role and responsibilities. They work collaboratively together to ensure good standards are maintained as they continually evaluate and strive for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Clear recruitment, vetting and induction procedures are followed to help ensure the suitability of the staff team. Staff are offered regular training and support to ensure their safeguarding knowledge is maintained. Staff and management remain vigilant and are aware of a wide range of possible indicators of abuse. Any concerns about children are sensitively managed and referral procedures followed if necessary to safeguard the child. Children's access to technology is strictly supervised by staff. Staff help children to learn to take risks and play safely. For example, children learn how to safely navigate up and down the small slope outside, with the support of staff.

What does the setting need to do to improve?

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

- help staff to provide children with plenty of processing time, so that they have time to understand what has been asked and think of their own reply
- support all staff to understand how to develop children's understanding of number through the delivery of more developmentally appropriate experiences.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY441196 |
| Local authority | Sheffield |
| Inspection number | 10306120 |
| 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 | 50 |
| Number of children on roll | 45 |
| Name of registered person | Bright Stars Nursery Committee |
| Registered person unique reference number | RP531336 |
| Telephone number | 01142447777 |
| Date of previous inspection | 17 January 2018 |

Information about this early years setting

Bright Stars Nursery registered in 2012 and is located in Sheffield. The nursery employs 16 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 2pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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, deputy and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke with the inspector during the inspection.
- The assistant manager and inspector carried out a joint observation during children's play.
- 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 spoke to several parents during the inspection and took account of their 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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