

# Inspection of Shining Stars Nursery School LTD

Staines Congregational Church, Stainash Crescent, Staines-Upon-Thames TW18  
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Inspection date: 6 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm and friendly welcome from staff and play happily as they explore the resources on offer. Staff support children's emotional well-being, and this increases children's resilience. Children show that they feel safe and secure at their nursery as they approach staff for hugs and support when they are finding something difficult. Staff encourage children to be increasingly independent at nursery. They offer them lots of praise as they try to do things for themselves, helping to build their sense of responsibility effectively. For example, children hang their coats and bags up when they arrive and help to serve themselves food at snack time. Children understand the routines of the day and help with tasks such as tidying away toys. They are supported to understand what is expected of them. Overall, children behave well. Children are encouraged to keep trying in their learning. For example, when they try to pass a piece of the train track for staff to complete for them, staff say, 'you can do it.' This encourages children to persevere. Children enjoy being physically active. When children use the climbing equipment, staff stand close to them, offering support and ensuring their safety when they climb and balance. Children develop a love of reading. Staff create ample opportunities for children to look at books. Older children enjoy recalling familiar stories and saying the rhymes they remember from the stories. During group times, children learn about emotions. They express how they are feeling and the reasons for this. Children confidently describe their feelings and relate these to the book on emotions they are reading.

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

- The manager and staff focus the curriculum on supporting children's communication and language skills. For example, they sing and show children how to do actions to the rhymes. Staff assess children's development, and this helps identify any gaps in children's learning. Activities are planned effectively to help close these.
- Staff speak with children as they play and encourage them to respond. For instance, when children are creating with glitter and glue, staff introduce words such as 'sparkle', 'glitter' and 'shiny' to help develop children's vocabulary.
- Parents spoken to during the inspection are happy with the care and learning their children receive. They say that staff keep them up to date about their child's progress, which helps to enable them to continue children's learning at home.
- Staff benefit from regular supervision meetings, where they can discuss their key children, their general well-being and professional development. The manager is reflective of her own and staff's practice. For example, staff have attended training recently that has supported them with strategies to help children's speech and language development.

- Children with special educational needs and/or disabilities are supported well. Staff work in partnership with parents and other professionals effectively to help meet the children's needs and help them make good progress.
- Overall, staff provide a challenging curriculum for all children. They identify the skills that children need to acquire for their next stage of learning. Children overall receive good levels of support from staff, who talk to children about what they are doing and ask questions to help them think for themselves. However, on occasions, the intent for learning in the activities provided lacks clarity and focus.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff receive child protection training and know what to do if there is a concern about a child's welfare or safety. The manager checks that staff have a good understanding of the child protection policies and procedures. Staff use risk assessments effectively when setting up activities. All staff hold paediatric first-aid certificates and are confident in how to respond in an emergency. A robust recruitment process means that children are cared for by staff who are suitable to do so. Staff deployment is effective, which means that children are constantly monitored. Staff help to keep children safe by teaching them confidence and awareness of others.

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

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

- support staff to implement the curriculum intent more sharply to build on what children already know and raise the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	2644372
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10304861
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Shining Stars Nursery School LTD
<b>Registered person unique reference number</b>	2644370
<b>Telephone number</b>	07909530665
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Shining Stars nursery registered in 2021. The nursery is located in Staines-upon-Thames, Middlesex. The setting operates Monday to Friday, between 9am and 2.30pm, term time only. The nursery employs six members of staff. Of these, four hold childcare qualifications from level 2 to level 3.

## Information about this inspection

### Inspector

Claire Boparai

## Inspection activities

- This was the first routine inspection the preschool had 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 the evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of 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.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working at the setting.

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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