

# Inspection of Happy Stars Day Nursery and After School Club

104 West Common Lane, SCUNTHORPE, South Humberside DN17 1DU

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Inspection date: 3 January 2024

**Overall effectiveness** **Good**

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The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children feel safe and secure, as staff respect them as unique individuals. Staff successfully implement the well-designed curriculum, which results in children making the progress of which they are capable. For example, children are extremely independent. Staff encourage them to put on their own coats, pour their own drinks, and choose and serve their own breakfast. As children develop more control and coordination, they confidently serve the whole of their lunchtime meal. Older children learn how to use knives safely to chop their own fruit and vegetables at snack time. Children are well prepared for changes to routines and activities, so they are very accepting of when it is time to move on.

Staff plan large-group activities to encourage children to listen, follow instructions and develop confidence to speak. Staff are extremely skilled at using a puppet to maintain children's focus and attention during these activities. Staff are highly effective at promoting the voice of the child as they continually consider children's views and opinions. Simple votes are taken when choosing between two stories, helping children to learn how things are sometimes chosen through a majority. Staff help children to learn positive and respectful behaviours, including sharing and listening while others are talking. The provider places a strong emphasis on supporting the professional development and well-being of staff. This leads to a skilled, enthusiastic team of staff who actively support children's enthusiasm for learning.

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

- Transition procedures to nursery are managed extremely well to ensure children continue to feel confident and emotionally secure. When the provider's robust systems, such as home visits, are completed, this enables a wealth of information to be obtained about the child and their family. Staff use this information and their knowledge of child development to build successfully on children's starting points.
- Children who are at risk of falling behind in their development are promptly identified. Staff work closely with parents and identify clear targets to aid children's development. All children are provided with opportunities to participate in smaller, more-focused activities in quieter areas. This enables staff to provide intensive, targeted support to meet children's needs.
- Staff are extremely skilled at modelling language, identifying key words to be used during activities and asking questions to support children's growing communication skills. Children often take books to staff and enjoy sitting one-to-one or in smaller groups, listening to the story being read.
- Staff carefully plan the environment and activities to meet children's needs and interests. Children continually engage in purposeful play as staff support them to

build on their prior knowledge and skills. For example, children learn to negotiate space when racing round on bikes outside. Staff encourage children to consider how else they can make the bike move if they cannot use the pedals. Children initially develop a different way to propel the bike forward with their feet until they master the skill of pedalling. Staff delight in children's accomplishments.

- While the provider has a robust range of policies and procedures in place, they are sometimes inconsistently implemented by all staff. This means that children do not consistently benefit from the high-quality experiences the provider aspires to provide for all children. For example, managers share information with parents about online safety. However, not all staff are effective at promoting children's awareness of how to access the internet and digital technology safely.
- Mathematical language and counting are skilfully interwoven into children's play and through planned activities. For example, during smaller, more-focused activities, staff use number rhymes up to five as they encourage children to count out how many ducks there are.
- Partnership with parents is strong. Parents express their gratitude for the support they receive. They explain how they are kept well informed about their child. Staff share a wide range of information and resources with parents to enable them to continue to support their children's learning at home. These include 'chatter packs' to support children's communication skills, and videos showing how parents can help children to put their own coats on.
- Children are skilfully supported to try and find solutions to any problems they encounter. Staff encourage children to learn how to share and take turns. When children begin to squabble over toys, staff encourage them to think about how they can solve this problem. Children identify how they need to share. They find a sand timer so they can take turns.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **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 consistently support children's awareness of how to remain safe while using the internet and digital technology.

## Setting details

<b>Unique reference number</b>	EY335593
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10305336
<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 11
<b>Total number of places</b>	70
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Happy Stars Limited
<b>Registered person unique reference number</b>	RP905168
<b>Telephone number</b>	01724 876123
<b>Date of previous inspection</b>	19 February 2018

## Information about this early years setting

Happy Stars Day Nursery and After School Club registered in 2004. There are 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round, from 8am until 6pm. It closes for August bank holiday week and the week between Christmas and New Year. 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 deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection.
- The deputy manager and the inspector carried out a joint observation during a planned activity.
- Parents shared their views on the nursery with the inspector.

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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