

# Inspection of Bright Stars Kids Daycare Ltd

St Mark's Hall, Old Mill Road, Plumstead, London SE18 1QE

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Inspection date:

6 December 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision requires improvement**

Leaders understand the overall intent of their curriculum. However, they have not addressed inconsistencies in the day-to-day teaching, which lacks ambition in some areas. The inconsistencies have an impact on some children's motivation and their attitude to learning.

Staff do not make sure that younger children are provided with opportunities that allow them to develop physical skills. Staff show genuine care and nurture for children, but they spend long periods of time carrying the children around unnecessarily. This limits younger children's progress in their physical development and ability to practise skills. Staff support older children to develop their independence. For example, children take care of their personal needs and understand the importance of cleaning their hands at suitable times during the day. Older children are confident in changing their clothing when preparing to play outside.

The sleeping arrangements are unsatisfactory. There is a lack of bedding, resulting in children being uncomfortable and unable to stretch or turn.

Children are well behaved. This is because staff are positive role models and consistently encourage children to communicate positively and with kind manners. Children interact well among each other, often talking about where to play next. However, children do not receive sufficient high-quality teaching from staff to support their learning and progress as they play.

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

- Staff do not always consider children's individual development needs and/or interests when planning what children need to learn. The lack of attention to some children's independence and physical skills restricts the progress that some children are able to make.
- Leaders have built strong partnerships with parents. Staff communicate with parents daily and via an app about what their child is doing at nursery. Leaders involve parents well. For example, they invite them for picnics and special events. Parents comment on how much they value this regular flow of information.
- Staff receive suitable training and support during the induction process. However, this is not progressed through the ongoing staff supervision arrangements. Leaders do not provide tailored training that will help staff to improve their individual teaching skills. This lack of focus has an impact on the implementation of the curriculum and results in the inconsistencies identified in teaching.

- Leaders and staff support children with special educational needs and/or disabilities (SEND) well. They work in partnership with parents and external professionals to set strategies to support children. This means that children with SEND make progress and parents are effectively supported. Consequently, some children make steady progress in their communication and social skills.
- Staff support children with understanding their emotions and have an allocated 'calm down' area for the children to regulate their emotions. Staff talk to children about how they are feeling.
- Children understand their routines well and play a positive role, which helps them to gain a sense of belonging and purpose. For instance, before mealtimes, some children help the staff to set up the table with placemats and cutlery.
- Staff encourage children's communication and language skills, including those who speak English as an additional language. For example, they use sign language to develop children's communication and language. However, staff do not always deliver activities effectively to maintain children's engagement. Subsequently, some children can become diverted and less involved in their learning.
- Leaders have not ensured that there are suitable sleeping facilities and arrangements in place. There is not enough bedding and beds available for children, and they sleep in pushchairs that limit their comfort and space.
- Children enjoy playing in the home corner. They explore wearing hats and play imaginatively as they chat on the telephones with each other. They develop their social skills, which supports their future learning.
- Children are provided with healthy meals throughout the day, which they enjoy. They learn about their own health as they learn to clean their nose at the 'nose-wiping station', followed by cleaning their hands.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their child protection and safeguarding duties. Staff can discuss the procedure they would follow to report a concern about a child. Staff understand how to deal with any concerns about their colleagues and leadership team members. Staff know the signs of children at risk of being radicalised and the reporting procedures. All staff take part in mandatory safeguarding training as part of their induction process. All staff have training in paediatric first aid, which ensures that all staff know how to effectively deal with accidents and incidents.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
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support children's gross motor skills through the curriculum for physical development	28/02/2024
provide targeted training for staff to raise their teaching skills and to support them in identifying learning intentions	28/02/2024
put suitable sleeping arrangements in place and provide suitable bedding.	31/01/2024

## Setting details

<b>Unique reference number</b>	2651607
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10308695
<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>	1 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Bright Stars Kids Daycare Ltd
<b>Registered person unique reference number</b>	2651606
<b>Telephone number</b>	07486 623171
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Star Kids Daycare Ltd registered in 2021. The nursery is located in Plumstead within the London Borough of Greenwich. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round. The nursery consists of a team of 10 staff, with qualifications ranging from unqualified to level 3.

## Information about this inspection

### Inspector

Saimma Akhtar

## 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 inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager led a learning walk with the inspector.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out a joint observation of an activity with the manager and evaluated this.
- Documents were presented, such as first-aid certificates and Disclosure and Barring Service 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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