

Inspection of Shine Bright Day Care & Out of School Club

21-23a Leeds Road, Liversedge, West Yorkshire WF15 6JB

Inspection date: 23 May 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders and managers do not ensure that children are always in sight of a member of staff when they are eating. This compromises children's safety and well-being. Staff do not always support the good health and hygiene of children. Children and staff do not routinely wash their hands after touching animals or wiping noses. Staff do not always make sure that children have clean cutlery at lunchtime. This does not help children to develop good hygiene practices.

Staff develop positive relationships with children. Children are generally happy and engage in their play. However, when children need support to manage their behaviour, leaders and managers do not ensure that staff use the strategies to support children consistently. Staff do not always have high expectations of children's behaviour. As a result, children do not receive consistent messages about their behaviour and do not begin to learn how this may impact on others.

Staff encourage children to use and develop their small and large muscles. Children take delight in climbing the frames in the outdoor area. They use their upper body strength to pull themselves up a slope using a rope. Staff help children to build an obstacle course. Children skilfully balance along a beam and step on the stepping stones. Staff take children on a walk and children enjoy having space to run and skip. They provide lots of opportunities for children to strengthen the muscles in their fingers. Children squeeze and squash the play dough and use a variety of small tools. This helps them to develop the skills they need for when they move on to school.

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

- Staff sometimes prioritise routine tasks during meal and snack times. This results in children not always being supervised while they are eating. Toddlers are left eating alone at a table while staff clear plates and wash cutlery with their backs to children. Older children are left to eat snack alone. Staff are not aware when children walk about with food in their mouths. This presents a choking hazard to children and their safety is compromised.
- Staff do not teach children about good health and hygiene routines. Children and staff do not always wash their hands after holding the animals in the nursery. When children place the animals on tables, staff do not ensure they clean the tables afterwards. When children drop their fork on the floor next to the rabbit cage, staff give it back to children to use without washing it first. Throughout the day, children and staff use the same towel to dry their hands after using the bathroom. This does not help to support children to develop good health and hygiene practices.
- Leaders and managers have appropriate strategies in place to support children

to manage their behaviours. When children need support, some staff use the strategies effectively. They sit and talk with children and explain why they should not throw the resources. Staff sometimes help them to make the right choices. However, this is not consistently implemented by all staff. Some staff do not help children to understand how their behaviours may impact others. For example, when children hurt their friends, they are told to, 'Say sorry, or you will go inside'. This does not support children to learn to understand and manage their behaviour appropriately.

- Leaders and managers plan a creative curriculum for all children. They use termly themes to introduce new experiences and knowledge to children. This helps to widen children's understanding of the world. The environment is well resourced and inviting for children. Staff place resources so that children can access these freely and choose their own learning.
- Staff plan group times for children to help develop their listening and communication skills. Staff generally ask questions and model language well. They support children to have a sense of identity and learn their friends' names. However, staff do not always consider the needs of all children during group times. For example, toddlers are not fully involved in a circle-time activity with older children. At lunchtime, two members of staff read a different story to their table at the same time. As a result, children become distracted and do not listen effectively.
- Staff promote mathematical language effectively. They model the language of number, shape and size during children's play. Staff ask how many objects children have and model the language of 'one more'. They use their fingers to model counting to five. Children begin to use the language of number in their play and count how many spots they have put on the ladybird.
- Children with special educational needs and/or disabilities (SEND) are supported effectively. Staff identify children's additional needs and put support in place. The special educational needs coordinator (SENCo) works effectively with other agencies and settings to meet children's individual needs and put plans in place to enable a smooth transition to school. Staff use additional money effectively to enable children from disadvantaged backgrounds to gain wider experiences and meet their individual needs.
- Staff share information well with parents at individual meetings and through an online app. Leaders and managers provide a lending service for families to take books home to share to support children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and

Childcare Register the provider must:

	Due date
ensure that all children are in sight and hearing at all times when eating	31/05/2024
make sure that all staff promote and teach children about good hygiene routines	31/05/2024
support staff to consistently manage children's behaviour and help children to understand how their behaviours may affect others.	07/06/2024

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

- plan group times that consider the needs of all children so that they remain engaged during the planned activities.

Setting details

Unique reference number	2769143
Local authority	Kirklees
Inspection number	10338919
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	0 to 13
Total number of places	125
Number of children on roll	59
Name of registered person	All Stars Child Care Services Ltd
Registered person unique reference number	2769142
Telephone number	01924402206
Date of previous inspection	Not applicable

Information about this early years setting

Shine Bright Day Care & Out of School Club registered in 2023 and is located in Kirklees. The nursery employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and above, including the manager who holds a qualification at level 6. The nursery opens all year round, Monday to Friday from 6am to 7pm, and Saturday and Sunday from 8am to 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024