

Inspection of Shooting Stars Nurseries Stourbridge

Shooting Stars Nursery, 168 Lower High Street, Stourbridge DY8 1TT

Inspection date: 27 June 2024

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

Children receive a warm welcome from cheerful staff when they arrive at nursery. Since the last inspection, the nursery has adopted a curriculum that is based on children's individual interests. Children make choices about what they want to play with. This motivates all children, including children with special educational needs and/or disabilities (SEND), to be highly engaged, independent learners. Staff support children's learning well. They provide opportunities and experiences that take account of children's interests. Furthermore, they use incidental opportunities to extend children's learning. For instance, they ask children to count the number of blocks in a tower they build, or to identify shapes they can see around them. This supports children's understanding of early mathematical knowledge well.

Staff forge strong relationships with parents. They gather information about children's individual needs, routines and interests. Staff work in close partnership with parents to provide continuity of care to ensure that children settle well. Furthermore, staff quickly build trusting relationships with children. They support children's physical and emotional well-being through effective care practices and positive interactions. For example, they soothe babies who are crying with plenty of cuddles. As a result, children feel secure and happy at nursery.

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

- There are effective systems in place for identifying and supporting children with SEND. Staff knowledge and observations of children mean that any concerns about development are noticed quickly. The special educational needs coordinator works closely with parents and staff to give children the support they need. This includes individual support plans and adapting teaching to help children with their learning.
- Staff provide plenty of opportunities to encourage and support children's physical development. For example, the furniture in the baby room enables babies to pull themselves up and explore their environment with ease. Toddlers climb stairs and enjoy squeezing the triggers on spray bottles as they wash the toy animals. Older children develop their core strength as they maintain balance when crossing a wobbly bridge in the garden.
- Since the COVID-19 pandemic, opportunities in the local community have been limited. However, the manager has already put plans in place for children to visit places in the local community, such as a retirement home and the local library. Furthermore, the setting works with parents to find out about family customs and celebrations that are meaningful to the children. These are incorporated into learning experiences that help children to develop their sense of uniqueness and deepen their understanding of wider society.
- Children generally behave well. However, some staff are not always consistent

when explaining to children the boundaries and the expectations for their behaviours. This means that children do not build a better understanding of what is expected of them. As a result, they do not learn how to behave as well as they should, or how to manage effectively their feelings that can affect their behaviours.

- Staff speak clearly and model language well. They use stories and songs throughout the day in their interactions with children. This supports children's growing communication and language. There are some systems in place designed to support children who find communicating difficult. However, these are not used consistently. This means that some children do not make as much progress as they could in their communication and language skills.
- Staff successfully enable children to become increasingly independent in self-care and hygiene practices. From as young as babies, all children participate in self-care routines, such as washing their hands after using the toilet. For example, babies have their hands washed after nappy changes, while staff support older children to wash their own hands. As a result, children develop an understanding of the importance of hygiene and acquire the knowledge and skills they will need in later life.
- The manager supports staff well in their roles. The manager has effective systems to monitor the teaching of the curriculum to maintain consistently high standards. In addition, staff benefit from appropriate training and regular supervision sessions to support their continued professional development and deliver the best possible outcomes for children.

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:

- implement strategies to support children's emerging communication and language skills consistently
- support staff to embed the expectations for good behaviour effectively so that children understand the rules and boundaries that are in place.

Setting details

Unique reference number	EY551537
Local authority	Dudley
Inspection number	10339404
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	59
Number of children on roll	151
Name of registered person	My Shooting Stars Nurseries Ltd
Registered person unique reference number	RP551536
Telephone number	01384 444355
Date of previous inspection	31 July 2018

Information about this early years setting

Shooting Stars Nurseries Stourbridge registered in 2017. It is situated in Stourbridge and is one of six settings operated by the same provider. The nursery employs 26 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate childcare qualification at level 6, 19 hold appropriate qualifications at level 3, one holds an appropriate qualification at level 2 and four are unqualified. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays. It provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the interactions between staff and children.

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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