

Inspection of Shine Bright Day Care & Out of School Club

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

Inspection date: 3 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are greeted by smiling and enthusiastic staff when they arrive at this bright, welcoming nursery. They benefit from the significant improvements leaders have made since the last inspection. The carefully planned curriculum is an effective balance of adult-led learning and child-led play. The learning environment reflects children's interests. This means they make choices about their play and are motivated to learn. For example, children carefully navigate an obstacle course so that they do not fall into 'shark infested waters'.

Children are beginning to manage their behaviour because staff give them consistent, age-appropriate guidance. Staff help children to feel secure and make sure they know that adults are there to help and support them. Staff provide positive reinforcement, which promotes children's self-esteem and confidence. Children develop good social skills which help them to build relationships with their peers. They learn to take turns, share their toys, and play cooperatively.

All children make good progress from their starting points. They develop their independence ready for the move to nursery school. Children have responsibilities, such as putting away their toys. They begin to understand which clothes they need for outdoor play depending on the weather. Children's understanding of good health and hygiene is promoted throughout daily routines and play.

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

- Leaders communicate an ambitious drive for continuous improvement throughout the nursery. Staff feel they are supported well through targeted training and coaching that is helping them build on their knowledge and skills. For example, staff explain how training in managing children's behaviour has improved their understanding of how children think and process information, and how external factors can affect children's brain development. Staffing is organised effectively to meet the needs of children.
- Leaders have an in-depth knowledge of the families who use the nursery. They place a strong focus on supporting parents as well as children, to ensure children make good progress in all aspects of their development. For instance, leaders make sure information is translated for parents who do not speak English as a first language. Parents are positive about the care and learning children receive. They say staff have children's interests at heart, they make parents and children feel welcome and give parents a sense of peace knowing their children are well cared for.
- Children have secure relationships with staff and each other. Lunchtime is used well as a learning experience for children. Staff encourage children to try new foods. Children improve their fine motor skills as they begin to serve and feed

themselves. They pass food when appropriate and engage in social interactions with staff and each other.

- Leaders have high expectations for all children and are proactive in seeking outside support when gaps in children's learning are identified. They plan a sequenced curriculum for children based on what children already know and can do, and their interests. The curriculum is implemented well by staff who have a good understanding of how children learn and what children need to learn next. This means children engage well and concentrate because activities are stimulating for them.
- Additional funding is used well to build on children's experiences. They enjoy trips off the premises where they find out more about their diverse community and cultures. For example, they visit the library, the mosque, and local shops where they carry a basket, and choose and pay for items. Staff encourage parents to share information about their family religion and traditions, such as children being christened.
- In the main, communication and language is promoted well. Children confidently communicate their wants and needs. They engage each other in conversation and talk about their play with visitors. However, during adult-led learning, staff do not always give children enough time to answer questions or engage them in discussion to fully explore their knowledge and understanding. In addition, leaders have not considered how they might incorporate children's home languages to further enhance children's language development.
- During outdoor play, staff challenge children to build on their physical skills and understanding of risk. Children use large tyres to climb and balance. They learn to jump safely from heights. Children explore a variety of ways of moving, such as marching, running, and using ride-on toys. Children develop their muscles as they stretch and reach to pour water down ramps. Leaders have adapted some equipment to ensure all children can access it, such as adding climbing holds to ramps.
- Staff promote mathematics throughout children's play and learning. Children think about movement, such as fast and slow. They think about size and volume when filling and emptying large and small vessels. Staff encourage children to group objects by colour, count to higher numbers, and work out what number comes next in a sequence.
- Children develop early literacy skills. They access books independently and listen to a broad range of stories. Staff promote letter sounds and describe the movements children need to create letters. Staff encourage children to recognise letters in their play. Children make marks in lots of ways, such as printing and using stamps in paint.

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:

- ensure staff always give children enough time to answer questions, to promote appropriate discussion and fully check children's understanding about the subject being taught
- provide more opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Setting details

Unique reference number	2769143
Local authority	Kirklees
Inspection number	10354469
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	1 to 8
Total number of places	125
Number of children on roll	43
Name of registered person	All Stars Child Care Services Ltd
Registered person unique reference number	2769142
Telephone number	01924402206
Date of previous inspection	23 May 2024

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, the manager holds an appropriate early years qualification at level 3 and two staff are working at level 2. The nursery opens all year round, Monday to Friday from 6am to 7pm, and Saturday and Sunday care is provided from 8am to 5pm as required. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together. They discussed how the provider organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector observed the quality of education. She talked to staff about their work and their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the manager. She discussed how they evaluate their provision and drive improvement.

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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